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ABSTRACT

All of the studies reported in A. Sterl Artley's Trends and Practices in Secondary School Reading: A Report on Recent Research are cited and abstracted in this companion bibliography to that monograph. The entries are classified into the same categories used in the monograph: (1) Status of Reading Achievement, (2) Factors Related to Continued Growth in Reading, (3) Programs of Reading Instruction, (4) Instructional Procedures, (5) Reading Interests, (6) Personnel, and (7) Summaries of Research on Secondary Reading. Each section contains additional subsections within which the studies are listed alphabetically by author. The monograph, which included materials published between 1950 and 1966, has been updated to include materials published through 1969. Part I includes abstracts of studies selected from journal literature, dissertation abstracts, International Reading Association conference proceedings, and U.S. Office of Education-sponsored research on reading. Part II includes annotations of the materials listed in the July 1, 1968, through June 30, 1969, Annual Summary of Investigations Relating to Reading. An author index and complete instructions for ordering microfiche and hard copy reproductions of the documents cited from ERIC Document Reproduction Service and University Microfilms are included. (CM)

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Trends and Practices in Secondary School Reading: A Companion Bibliography to A. Sterl Artley's Monograph

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Trends and Practices in Secondary School Reading:
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March 1970

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Information on the ERIC System:

ERIC

ERIC is a decentralized, national information system which acquires, abstracts, indexes, stores, retrieves, analyzes, and disseminates significant and timely educational information. ERIC's full name is the Educational Resources Information Center, and it is funded through the Bureau of Research, USOE. ERIC was founded to reduce limitations in the identification, transfer, and use of educational information. In short, the major goal of ERIC is to enable school administrators, teachers, researchers, information specialists, professional organizations, graduate and undergraduate students, and the general public to keep up-to-date on research and research-related knowledge in education. ERIC accomplishes this through strengthening existing educational information services and providing additional ones.

ERIC/CRIER

The ERIC Clearinghouse on Retrieval of Information and Evaluation on Reading (ERIC/CRIER) is one of the 19 clearinghouses in the ERIC system. ERIC/CRIER is located at Indiana University and is a joint project of the International Reading Association and the University in cooperation with USOE. Each of the clearinghouses in the ERIC system operates within a specific area of education defined in its "scope" note. ERIC/CRIER's domain of operation includes:

> ...research reports, materials and information related to all aspects of reading behavior with emphasis on the physiology, psychology, sociology, and teaching of reading. Included are reports on the development and evaluation of instructional materials, curricula, tests and measurements, preparation of reading teachers and specialists, and methodology at all levels; the role of libraries and other agencies in fostering and guiding reading; and diagnostic and remedial services in school and clinic settings.

INTRODUCTION

In 1968 A. Sterl Artley's Trends and Practices in Secondary School Reading: A Report on Recent Research was published jointly by ERIC/CRIER and the International Reading Association. In this monograph, Artley classified research in secondary reading into seven areas: 1) Status of Reading Achievement, 2) Factors Related to Continued Growth, 3) Programs of Instruction, 4) Instructional Procedures, 5) Reading Interests, 6) Personnel, and 7) Summaries of Research. The studies included in the Artley monograph were derived from the proceedings of the International Reading Association and from the Annual Summary of Investigations Relating to Reading which until 1960 was compiled by William S. Gray, and from 1960 on, by Helen Robinson, Helen Smith, and Samuel Weintraub. Artley pointed out that the studies included in his monograph were "not all of equal merit. Some are action studies and reports of classroom experiments .... Others are carefully designed and executed researches." (pp. 1-2) The material covered in the monograph was published between 1950 and 1966.

The bibliography is a companion to Artley's monograph. It includes abstracts of all the studies reviewed by A. Sterl Artley, arranged as he classified them. In addition, the bibliography serves as an update to the research base used for Trends and Practices in Secondary School Reading; it includes material published between 1966 and 1969. The first part of the bibliography contains citations and abstracts of research published prior to June 30, 1968, including all the studies referred to in Artley's state-of-the-art paper. The items are classified according to Artley's schema, and within each section and sub-section, the studies are listed alphabetically by author. Research on secondary reading published between July 1, 1968 and June 30, 1969 has been annotated and is included in Part II. These studies are listed alphabetically by author but are not classified. All entries are preceded by an ERIC/CRIER identification number. This will help the reader to locate the article within the Indexes to ERIC/CRIER Basic References (Available from the ERIC Document Reproduction Service, ED 030 004, microfiche $1.75, hard copy $21.95). Complete instructions for ordering from EDRS are given on page 232 of this volume. Copies of individual dissertations cited in this bibliography are available from University Microfilms, Ann Arbor, Michigan in positive microfilm or hardbound xerographic form. See Appendix B for complete ordering information.

The following sources were used to update the original work:

1. Summary of Investigations Relating to Reading, July 1, 1966 to June 30, 1967; July 1, 1967 to June 30, 1968; July 1, 1968 to June 30, 1969. These summaries appeared in the Winter issue of the Reading Research Quarterly.

2. Recent Doctoral Dissertation Research in Reading, Supplement 1 (Available from the ERIC Document Reproduction Service,

ED 028 055, microfiche $0.75, hard copy $9.00). This supplement covers research published between July 1966 and June 1968.

3. USOE Sponsored Research on Reading, Supplement 1 (Available from the ERIC Document Reproduction Service, ED 031 606, microfiche $0.50, hard copy $3.05). The supplement includes research published between 1966 and July 1969.

This bibliography is a cooperative project of the ERIC/CRIER staff. The responsibility for coordinating the bibliography was carried by Gail Kelly. Lynne Gelston gave major assistance in compiling the material, and Jackie Clemenson typed the manuscript.

Part I -- Research on Secondary Reading, 1950 through June 1968, Abstracted

Status of Reading Achievement

Surveys of Reading Achievement

Reading in Relation to Subject-Area Achievement

Surveys of Reading Achievement

5045
Applebee, Roger K. "National Study of High School English Programs: A Record of English Teaching Today," English Journal, 55 (March 1966) 273-81.

A survey was conducted of 168 secondary schools in 45 states to determine the strengths of the national English program. The schools were selected to provide a broad spectrum of variables including size, geographic location, degree of local financial support, and proportion of students continuing their education in college. During the last year of the study, independent and parochial schools, comprehensive high schools in large cities, and other schools involved in experimental programs were included in the survey. Students, teachers, and administrators were given questionnaires. Additional data for the study were provided by classroom observations and by interviews with personnel throughout the schools. Use of class time, teaching methods, teacher preparation, teaching conditions including division of teacher work hours, student reading practices, and sources of books were investigated. Results are graphically displayed and discussed. Items which reveal the strength of English programs are listed.

4835
Cooper, Bernice. "An Analysis of the Reading Achievement of White and Negro Pupils in Certain Public Schools of Georgia," School Review, 72 (Winter 1964) 462-71.

The level of reading achievement of white and Negro students in certain Georgia schools is determined and compared in terms of vocabulary and comprehension achievement. Results of the reading section of the California Achievement Test Battery (Forms: W, X, and Y; Levels: elementary, junior high, high, and advanced) which were administered to pupils of grades 4-12 during the academic year 1958-59 were used in the study. Test scores of over thirty thousand pupils drawn from the total population available were included in the analysis. The school systems studied varied in size, geographical location, and degree of urbanization. A different pattern of achievement was observed for Negro and for white students; although, the achievement of white pupils exceeded that of Negro students in the areas studied. Differences between the two groups tended to be greater at the higher grade levels. With each succeeding grade level, a greater and greater lag between reading achievement and expected achievement was evidenced for both white and Negro students. The implications of this achievement lag are discussed, and suggestions for improvement are made. Tables are included.

4212
Curry, Robert L. and Hughes, Hughie. "Relationships Between Measured and Anticipated Achievement in Reading," Junior College Journal, 32 (October 1961) 91-96.

The relationship between the following was investigated: (1) reading grade placement scores and mental grade placement scores and (2) measured achievement and anticipated achievement in reading vocabulary and in reading comprehension. The subjects, 640 high school sophomores in Waco, Texas, were matched on the bases of sex and IQ and were divided into three ability groups. The California Test of Mental Maturity and the California Achievement Test, Advanced, 1957 Form, were administered to provide the necessary data on the subjects. Correlation coefficients were computed between the mental grade placement scores and reading grade placement scores and between measured achievement and anticipated achievement in reading vocabulary and in reading comprehension for each of the intellectual ability groups, for the boys and girls separately within each group, and for all subjects combined. Although the below-average group was achieving several months below actual grade placement, when all subjects were combined, the mean grade placement scores in reading comprehension and vocabulary were approximately 1 year above actual grade placement. Data are shown in tabular form.

6894
Lietwiler, Helena Keehne. A Descriptive Study of Reading Programs and Practices in Public High Schools in the United States. 199 p. (Ed.D., The George Washington University, 1967) Dissertation Abstracts, 28, No. 10, 3895-A. Order No. 68-5522, microfilm $3.00, xerography $9.00 from University Microfilms.

Information was sought concerning (1) the percentage of high schools offering one or more recognized reading programs, (2) the grade levels at which schools offered the three major reading programs, (3) the number of schools providing adequate reading instruction space, (4) standards for employing and assigning personnel, (5) the function of reading specialists or reading programs, (6) the provisions for college-oriented reading programs, (7) the procedures for administrating corrective and remedial reading programs, (8) the number of federally financed reading programs, (9) the types of inservice teacher training, and (10) the subject areas in which reading teachers felt the need for further study. Data analysis indicated that less than 3/4 of United States' public high schools offer one or more recognized reading programs. Only 1/3 offer developmental and remedial reading. However, the number of reading programs is increasing. The majority of principals lack sufficient reading instruction to organize and direct their schools' reading programs, and few schools employ reading specialists. Many reading teachers lack specific training, and only about 1/2 of the schools provide adequate space for reading instruction. A need exists for further teacher education in testing and evaluation. Specific recommendations for reading program improvement were made on the basis of this data.

5246
Peyton, Jim and Below, Russell. "The Need for Reading Instruction in Kentucky High Schools," School Service Report, 6 (October 1965) 2-7.

A study exploring the need for reading in Kentucky high schools and the degree to which that need is being met is presented. Information was gathered from a 1962 study done by the Research Committee of the Kentucky Association for Supervision and Curriculum Development, from reading scores of 3,250 Kentucky high school students, and from questionnaires completed by 95 high school principals in Kentucky. Responses of the principals to questions concerning reading needs, reading programs in existence (developmental, corrective, and remedial), and problems encountered and anticipated in starting and maintaining a reading program are discussed. References and a table are included.

4475
Ramsey, Wallace. "The Kentucky Reading Study," The Reading Teacher, 16 (December 1962) 178-81.

A study to determine the reading status of Kentucky children as indicated by standardized tests and to make comparisons with national norms was conducted. Results from the tests normally given in the schools throughout the year were used. The study was confined to test scores for children in the fourth and eighth grades. In reply to a questionnaire, one hundred and thirty-five school districts representing over 50 percent of the public school fourth- and eighth-grade enrollment reported the scores of 29,921 fourth-grade pupils and 32,101 eighth-grade pupils. Scores were in grade level equivalents. Findings revealed a wider-than-expected range of reading achievement among Kentucky children. The implications of these findings are discussed.

3792
Thornton, Robert D. Developmental Reading in Texas Secondary Schools. Texas Study of Secondary Education, Research Study No. 23. (Austin, Texas: Mrs. Mae Cowan, 2207 Nolen Street, 1957) 29 p.

The state of developmental reading in Texas high schools was studied by means of a questionnaire sent to 175 schools so selected as to be representative of the total picture throughout the state. Of the 120 schools responding, 27 were found to have some kind of developmental reading program. These schools were asked to indicate the nature of their program, including such considerations as the number of teachers, type of instruction given, method of combining the work with the curriculum, kinds of materials used, any special reading equipment owned, films used, and information concerning how the program got started. Those who did not have a developmental reading program were asked to indicate the reasons why they did not and the degree to which they would favor such a program. The report is divided into three sections: (1) an introduction, in which the general aspects of developmental reading in educational institutions are discussed; (2) the questionnaire findings; and (3) an interpretation of the findings, including suggestions of practical value for establishing or improving developmental reading in the high school. A bibliography and tables are included.

7389
Walberg, H. J. "Reading and Study Habits of High School Physics Students," Journal of Reading, 11 (February 1968) 327-32, 383-89.

Polling 335 girls and 530 boys in the 1966-67 Harvard Project Physics in 17 states across the U.S. uncovered only a limited interest in reading for this relatively select group. Students in the project had a mean IQ of 115, and 87 percent were college preparatory students. Reading and study habits were determined by 22 items on the Taylor and Ellison Biographical Inventory. The study showed that 17 is the average age when the students began reading nonfiction, but 25 percent of the students read very little nonfiction. From 15 to 55 percent indicated that they "didn't care for" or "disliked" novels, mysteries, literary classics, and biographies and autobiographies; and nearly 40 percent of the boys and 58 percent of the girls in this group of science students expressed the same sentiment about technical or professional books. Except for school studies, more than 40 percent rarely or never visited libraries. Less than half indicated that they kept up with all of their school work, and 75 percent had difficulty concentrating on their studies. Girls began to read fiction outside of school work earlier than boys did and were three times as likely to have a high interest in literature. Tables and references are included.

3683
Young, Campbell. "A Qualitative Analysis of Reading Achievement in Edmonton Schools," Alberta Journal of Educational Research, 2 (September 1956) 135-50.

A study to analyze the reading strengths and weaknesses of 192 grade-4 students and 196 grade-7 students randomly chosen from the Edmonton school system was undertaken. The students were administered the California Reading Test, Elementary Form AA, and the California Reading Test, Intermediate Form AA. It was found that (1) the mean scores of both grade-4 and grade-7 sample groups exceeded test norms for vocabulary, comprehension, total reading, and the estimated norms for the seven component parts and (2) the students' scores revealed a variation in individual grade placement scores of more than seven grades. More specific results are also listed. In evaluating the testing tools used, it was found that (1) the normality of the distributions of scores for the vocabulary and comprehension sections suggested that the tests were good, (2) departures from normality in the distribution of scores for certain of the components of the two California tests suggested a cautious approach in using the tests as diagnostic instruments, and (3) the value of the tests seemed to lie mainly in their use in survey programs. Recommendations are listed. References and tables are included.

Reading in Relation to Subject-Area Achievement

6713
Appleby, Bruce Charles. The Effects of Individualized Reading on Certain Aspects of Literature Study with High School Seniors. 150 p. (Ph.D., University of Iowa, 1967) Dissertation Abstracts, 28, No. 7, 2592-A. Order No. 67-16,771, microfilm $3.00, xerography $7.00 from University Microfilms.

The purpose of the study was to determine the effects of individualized reading as a method of teaching literature in the secondary school. Individualized reading was defined as a teacher-guided program in the reading of literature which allows the student to choose what he reads. Each book read is discussed with the teacher; there is no group instruction. The subjects, high school seniors, were assigned to one of three groups: the experimental group using individualized reading, a control group using a basic anthology, or a control group enrolled in an elective English class. At the end of the semester, two tests were administered: (1) Test 7, "Ability to Interpret Literary Materials," Form Y-3, Iowa Tests of Educational Development and (2) "Inventory of Satisfactions Found in Reading Fiction," from the Educational Testing Service. The following conclusions were reached: (1) whichever approach was used, subjects reacted the same in satisfactions gained, (2) the ability to interpret literary materials was affected by instruction, (3) individualized reading was significantly more effective in making students aware of the contributions literature may make to them and their self-improvement and in gaining satisfaction in reading for style and technique, and (4) individualized reading subjects had fewer dislikes of fiction.

5071
Call, Russell J. and Wiggin, Neal A. "Reading and Mathematics," Mathematics Teacher, 59 (February 1966) 149-57.

The relationship between a student's ability to solve word problems in second-year algebra and the presence or absence of special reading instruction was studied. Subjects were second-year algebra students who were divided into experimental and control groups and who were matched on IQ, aptitude, and prior achievement. The experimental group received instruction in reading mathematical problems while the control group did not. The experiment ran 10 days. A teacher-made word problem test was administered to both groups. A frequency distribution, means, and standard deviations were used to analyze the data. Provision was made in the data analysis for those students who used the correct procedure but made computational errors. The number of problems correct in the experimental group was 46; the control group had 12 correct. The number of procedures correct were 69 and 24 for the experimental and control groups respectively. There appeared to be merit in teaching special reading skills for the solution of mathematics problems. Lesson plans and tables are included.

6752
Carlson, Eleanor Grace. An Investigation of the Effects of Developmental Reading Instruction in the Seventh and Eighth Grades. 297 p. (Ph.D., University of Minnesota, 1967) Dissertation Abstracts, 28, No. 2, 490-A. Order No. 67-10,402, microfilm $3.85, xerography $13.50 from University Microfilms.

The reading achievement of seventh- and eighth-grade students enrolled in reading classes and that of students not enrolled in reading classes was evaluated in terms of general reading ability and ability to read in selected content areas. The subjects of this study were 460 students in grade 7 and 424 students in grade 8 who were divided into experimental and control groups of nearly equal size. They were further divided into male and female categories, into low, middle, and high intellectual ability levels, and into low, middle, and high reading ability levels. There were 36 subgroups at each grade level. Analysis of variance was used to test specific hypotheses. Students in the experimental (reading instruction) groups in both grades achieved significantly higher scores than those in the control groups in speed of comprehension, vocabulary, level of comprehension, ability to read social studies materials, ability to interpret literary materials, ability to use source materials, but not in ability to read science materials. Reading instruction enabled boys to equal or surpass girls in reading achievement, especially at the high reading and intellectual levels. Results indicated significant differences in achievement among low, middle, and high intellectual ability levels.

3713
Curry, John Foster. "The Effect of Reading Instruction upon Achievement in Seventh Grade Arithmetic," Indiana University Studies in Education, 7 (January 1956) 123-27.

A study designed to determine the effect of reading instruction by a classroom mathematics teacher upon achievement in seventh-grade arithmetic is reported. The experiment was conducted at Western Hills High School, Cincinnati, with 132 seventh graders. Two classes made up the experimental group, and two classes were considered controls. During the study both groups covered the same material in the textbook. At the beginning of the second semester, both groups were given the Traxler Silent Reading Test, Form 1, for grades 7 to 10 and the Arithmetic Test (Fundamentals and Reasoning), Form A, Municipal Test, grades 6 to 8. At the close of the semester, different forms of the same tests were given. For this population, reading instruction proved beneficial for the experimental group but did not bring a sufficient increase in arithmetic to be significant at the 5 percent level. The best arithmetic achievers benefited most from reading instruction, but the difference in the means was not significant. On three divisions of the arithmetic test (computation, problem analysis, and problems), the experimental group made greater gains than the control group. The experimental group made greater gains in reading than the controls, but the difference was not significant. Some implications for teaching and recommendations are given.

6367
Hollenbeck, George P. "Predicting High School Biology Achievement with the Differential Aptitude Tests and the Davis Reading Test," Educational and Psychological Measurement, 27 (Summer 1967) 439-42.

Scores in reading achievement and general ability were correlated with end-of-the-year biology achievement for three groups of tenth graders using different biology curricula. A comprehensive final examination in first-year biology designed for use with three curricula was used. Data were studied for each curriculum group because the Differential Aptitude Tests (DAT) described differing average abilities of the students in the three groups. The DAT scales and the combined Verbal Reasoning and Numerical Ability scales were the best predictors. The Verbal Reasoning test alone was second best. High correlation between the Davis Reading Test and Verbal Reasoning and Numerical Ability indicated little gain in prediction as a result of a combination of them. Results indicated substantial validities for both the DAT and the Davis Reading Test in predicting first-year high school biology achievement. References are included.

3738
Holmes, Jack A. and Finley, Carmen J. "Under- and Over-Age Grade-Placements and School Achievement," Journal of Educational Psychology, 48 (November 1957) 447-56.

A study which investigated the relationship between the degree of over- and under-age grade placement and relative success in various school subjects is presented. Over 1,200 pupils in grades 7 and 8 were included in the study. Grade-Placement Deviation (GPD) was found by computing the difference between each child's Actual Grade-Placement (AGP) and the grade he should have been in according to his chronological age or his Chronological-age Grade Placement (CaGP) with a constant (K) of 5.0 added to give all GPD values a positive sign. The California Achievement Test Battery, Intermediate Form DD, was administered during the first 3 months of the year. Intercorrelations were computed using the subtest scores and the GPD. The GPD was described as correlating highest for grade 7 on reading vocabulary and lowest on arithmetic fundamentals. Intercorrelations for grade 8 revealed that for boys GPD correlated highest with reading comprehension and lowest for arithmetic fundamentals and for girls, highest for reading comprehension and lowest for mechanics of grammar. Intercorrelations by sex and grade are provided in tabular form. A discussion of an earlier study incorporating the information gathered from this study is presented. The theoretical relationship of the variables is described. Theoretical implications are stated. References are given.

3752
Krantz, L. L. "The Relationship of Reading Abilities and Basic Skills of the Elementary School to Success in the Interpretation of Content Materials in the High Schools," Journal of Experimental Education, 26 (December 1957) 97-114.

This study was designed to find the relationships between measured areas of seventh-grade reading abilities and study skills and the content areas at the high school level. Subjects were two seventh-grade groups in Austin, Minnesota. The 215 students in group 1 were tested in 1947 and later in 1952 as eleventh graders. The 256 students in group 2 were tested in 1949 and again in 1952 as ninth graders. Totals and subtests in a battery of four standardized tests were used to measure reading and study skills. Correlational analyses of the study are depicted in 11 tables of statistical findings. Of the seventh graders tested, 69-76 percent were in the same skills group at the second testing. Most of the variance in both grades was accounted for by the reading vocabulary and total study skills combination. In conclusion, the general "verbal achievement tests" generally surpassed all others in predictive capacity; although, some reading abilities and skills were "specific" to certain content areas. Predictions of high school achievement were generally higher when made from both reading and study skills than from study skills alone. A total of 22 analysis items are listed, along with 11 items related to educational implications, and are followed by five suggestions for further study.

7026
Turner, William Joe. A Study of the Effectiveness of Teaching Methods of Study to Selected High School Freshmen. 130 p. (Ph.D., University of Southern California, 1967) Dissertation Abstracts, 28, No. 3, 978-A. Order No. 67-10,777, microfilm $3.00, xerography $6.20 from University Microfilms.

An investigation was undertaken to determine the effectiveness of teaching freshmen how to study by using the SQ3R method, based on the paradigm of Francis P. Robinson at Ohio State University. Volunteers from the ninth-grade class of a large suburban high school were placed randomly in an experimental, a placebo, or a control group. The experimental and placebo groups met weekly for one class period from November through May. The experimental group was taught to study more effectively using the SQ3R method, and the placebo group, receiving no study instruction, participated in a group guidance session to ventilate their feelings about school, studies, and teachers. The Cooperative English Test and the Webb-Harris Word Meaning Test were administered as pretests and post-tests. Teachers' marks for the second, third, and fourth quarters were examined to determine changes in academic standing. No significant improvement in subject matter achievement or in grade point averages was found in student scores. The feelings of the students toward themselves were not significantly improved, and in some cases, their feelings toward school, teachers, and reading deteriorated.

Factors Related to Continued Growth in Reading

Intelligence

Sex

Personal Factors

Purpose

Environmental and Cultural Factors

Reading Competencies

Instructional Factors

Listening Ability

Language Factors

Physical Factors

Intelligence

6741

Brennan, Joseph T., Jr. *Estimating Expected Reading Achievement in the Junior High School*. 127 p. (Ed.D., University of Pittsburgh, 1966) *Dissertation Abstracts*, 27, No. 12, 4033-A. Order No. 67-7142, microfilm $3.00, xerography $6.20 from University Microfilms.

A method of estimating expected reading achievement of junior high school students by using measures of intelligence, listening achievement, and arithmetic computation was determined. The effects of cultural differences on the relationships of student performance on those measures were also studied. Subjects were 548 seventh- and eighth-grade students from deprived and nondeprived areas in Pittsburgh. Five group tests were administered. They were the Metropolitan Achievement Test, Reading and Arithmetic Computation, the Science Research Associates (SRA) Primary Mental Abilities, the Otis Quick-Scoring Mental Abilities, and the Sequential Test of Educational Progress (STEP) Listening Tests. Correlation and multiple regression were used to analyze the data. The highest relationship with reading was .81 (STEP) for the total sample. For the culturally deprived sample, the STEP Test indicated the highest relationship with reading. For the nondeprived students the Otis Test had the highest relationship. Other results and conclusions are described.

6296

Cellura, A. Raymond and Butterfield, Earl C. "Intelligence, the Bender-Gestalt Test, and Reading Achievement," *American Journal of Mental Deficiency*, 71 (July 1966) 60-63.

An attempt to clarify relationships between Bender-Gestalt performance and academic achievement is reported. Two groups of mentally retarded institutionalized children were matched on chronological age (CA), mental age (MA), and IQ. The children differed in reading achievement. The Pascal and Suttell and the Koppitz techniques were used as criterion measures. Bartlett's test of homogeneity of variance revealed no significant differences between the two groups. Results indicated no relationship between Bender-Gestalt scores after the effects of CA, MA, and IQ had been eliminated. Findings cast doubt upon the conclusion that Bender-Gestalt performance *per se* is related to general achievement. References are listed.

4382

Chansky, Norman M. "Age, I.Q. and Improvement of Reading," *Journal of Educational Research*, 56 (April 1963) 439.

A study was made of the relationship between age and IQ and reading improvement. Forty-one elementary students registered in the remedial reading class of Central School, Highland, New York, were administered alternate forms of the Gates Reading Survey in presessions and postsessions. The California Short Form Test of Mental Maturity was administered to the children at the beginning of the school year. Age or some correlate of it, perhaps history of failure or responsiveness to small-group instruction, was found to be related to improvement in reading. A criterion other than mental ability seemed needed in making selections for classes in remedial reading. A reference is included.

7145
Eisenman, Russell; Platt, Jerome J.; and Darbes, Alex. "Creativity, Intelligence, and Achievement," Psychological Reports, 22 (June 1968) 749-54.

There were no significant IQ-creativity interactions shown when two tests of creativity (complexity-simplicity preferences, and a true-false personality questionnaire), one test of intelligence (Stanford-Binet IQ), and one achievement test (Stanford Achievement Test, Advanced Battery Partial: KM-3) were administered to 62 high school students. Six 2 x 2 analyses of variance were computed for each achievement subtest, with high and low creativity and high and low IQ as independent variables. It was found that IQ was significant for five of the six subtests (paragraph meaning, word meaning, spelling, language, and arithmetic computation), while creativity was significantly related to scores on arithmetic reasoning. Although low IQ-low creativity students had the lowest scores on all six subtests, the study was unable to establish that creativity is a significant indicator of achievement potential. The report includes tables and references.

6800
Fishco, Daniel T. A Study of the Relationship Between Creativity in Writing and Comprehension in Reading of Selected Seventh-Grade Students. 121 p. (Ed.D., Lehigh University, 1966) Dissertation Abstracts, 27, No. 10, 3220-A. Order No. 67-4861, microfilm $3.00, xerography $6.00 from University Microfilms.

The study investigated the relationships between scores achieved by seventh-grade students on a creative writing scale structured by the author and their scores on a reading comprehension test. It also investigated the relationships between creative writing ability and sex, chronological age, general intelligence, and interest in the topic. Conclusions showed that creativity in writing was significantly correlated with sex but was not significantly correlated with chronological age, topic interest, language IQ, nonlanguage IQ, or total IQ. For all students, reading comprehension and creative writing ability were significantly correlated, but this was not true when the boys' scores were examined alone. Reading comprehension did not appear as a significant main effect for creative writing scores.

6341
Fuller, Gerald B. and Ende, Russell. "The Effectiveness of Visual Perception, Intelligence and Reading Understanding in Predicting Reading Achievement in Junior High School Children," Journal of Educational Research, 60 (February 1967) 280-82.

A study was conducted to correlate reading achievement with visual perception, intelligence, and reading for understanding for 347 junior high school students from a high socioeconomic area. Formal tests for perception, mental ability, and reading comprehension were basic to the computation of correlation coefficients between achievement and the three variables. A significance beyond .01 was obtained for each variable. On an analysis of multiple regression and correlation, the combination of the factors was more powerful as a predictor than was any one variable. The tests were considered valuable for initial screening for reading disability at this level. It was found that 76 percent of reading achievement was attributable to the relation of reading achievement to the three factors studied. References are included.

3848
Hage, Dean S. and Stroud, James B. "Reading Proficiency and Intelligence Scores, Verbal and Non-Verbal," Journal of Educational Research, 52 (March 1959) 258-62.

An investigation to determine some relationships among reading proficiency, verbal, and nonverbal intelligence scores is described. The Lorge-Thorndike Intelligence Tests, the Pressey Reading Rate and Comprehension tests, and the Iowa Tests of Basic Skills were used in the analyses. The tests were administered to 800 ninth-grade pupils in 10 public schools in Northeastern Iowa. The intercorrelations among the scores on the tests were computed. Correlations between each of the Iowa Tests of Basic Skills subtests and (1) verbal raw scores and (2) nonverbal raw scores, with reading comprehension and reading rate partialed out,were also computed. The assumptions underlying the statistical procedures are explained. Reading comprehension and reading rate correlated significantly both with the verbal and nonverbal intelligence scores, but more highly with verbal scores. Partial and multiple correlation analyses suggested that verbal scores are affected more than nonverbal scores by reading proficiency. Further, the data suggested that at all levels of reading proficiency verbal intelligence scores give a somewhat better prediction of academic achievement than do nonverbal scores; although, in the case of arithmetic the difference is so slight as to have no practical significance. Tables and footnotes are given.

5143
Harootunian, Berj. "Intellectual Abilities and Reading Achievement," The Elementary School Journal, 66 (April 1966) 386-92.

The relationship between reading and measures of various intellectual processes included in Guilford's theoretical model was studied. Subjects were 513 seventh and eighth graders in two suburban Philadelphia schools. Abilities of the subjects were identified by the California Test of Mental Maturity, Long Form, (average IQ 114) and either the California Achievement Tests or the Iowa Every-Pupil Tests of Basic Skills. In addition, 15 predictor tests isolating such factors as word-fluency, ideational fluency, conceptual foresight, closure (visual cognition and figural redefinition), and judgment or evaluation were administered. Coefficients of correlation between reading achievement and the 15 predictor tests and beta coefficients for the multiple-regression equation were determined. The results of each correlation are discussed. It is concluded that the most important factors relevant to reading are thinking abilities such as judgment, evaluation, and conceptual foresight. Tables and references are given.

3022
Hunt, Lyman C., Jr. and Sheldon, William D. "Characteristics of the Reading of a Group of Ninth-Grade Pupils," School Review, 58 (September 1950) 348-53.

Tests on reading, intelligence, personality, and vision were given to 10 percent of 380 ninth-grade students in a New York study on the reading abilities of good and poor readers in grades 1 through 12. While there were other sources of data, only the results of the standardized reading and intelligence tests are reported here. On the whole, the mean performance of the good and poor readers on both the reading and intelligence tests differed significantly. In total reading ability, vocabulary, and comprehension, the average performance of the good readers was at the 12th-grade level, while that of the poor readers fell at the middle of the seventh-grade level on one reading test and at the fifth-grade level on another reading test. The good readers also approximated an intelligence level equal to that of college freshmen, while the poor readers were found to have a maturity level at or above the ninth-grade designation. Ability grouping and the use of differentiated assignments and materials of varying difficulty levels are recommended.

6880
Lampard, Dorothy Mary. An Examination of the Construction and Reconstruction of Meaning as Seen in the Written Responses Made to Questions about What Has Been Read by Students in the High Schools of Alberta. 368 p. (Ed.D., University of Oregon, 1966) Dissertation Abstracts, 27, No. 11, 3777-A. Order No. 66-12,968, microfilm $7.40, xerography $16.65 from University Microfilms.

The relationship between reading and certain writing abilities was explored in the case of 447 high school students. Measurement devices included two general reading tests (one objective and one written), a test of written definitions, two verbal problems involving convergent and divergent thinking, a summary, and an outline. Findings indicated that on tests of general reading ability there were positive relationships between age, sex, intelligence, general achievement, and grade levels and the abilities to write definitions, summaries, and outlines and to solve verbal problems. The ability to write an outline differed between achievement levels within each grade, but there was no improvement in this ability from grade to grade. The overall performance in verbal problem solving was mediocre. The systematic qualitative examination of functional reading skills revealed various and serious deficiencies in the abilities of high school students to translate into writing what was read. Implications of this study for curriculum and instruction in reading and writing at the high school level are given.

6884
Lavitt, Jerry A. _A Comparative Evaluation of the Peabody Picture Vocabulary Test as a Measure of Reading Proficiency Levels_. 110 p. (Ed.D., Oklahoma State University, 1967) _Dissertation Abstracts_, 28, No. 12, 4877-A. Order No. 68-8443, microfilm $3.00, xerography $5.40 from University Microfilms.

The comparative validity of the Peabody Picture Vocabulary Test (PPVT) when employed as a measure of ability with students of differing reading proficiency levels was assessed. Validity was measured in terms of ability to approximate Wechsler Intelligence Scales for Children (WISC) results. Subjects were 113 seventh-grade students, divided into high, middle, and low reading ability groups. A pearsonian correlation technique, t-tests, and an analysis of variance were applied to data obtained from PPVT-A and B, WISC, and Tests of Educational Ability (TEA) scores and from grade point averages. Results indicated that the Peabody Picture Vocabulary Test can serve as an adequate substitute for the WISC with students of above-average, average, and below-average reading proficiency. The PPVT-A was demonstrated to be superior to the TEA and to the PPVT-B. Using the WISC as a standard, TEA underestimated the IQ's of below-average readers. The PPVT-A had a lower degree of predictive validity than the other tests used in the study.

4688
McDonald, Arthur S. "Intellectual Characteristics of Disabled Readers at the High School and College Levels," _Journal of Developmental Reading_, 7 (Winter 1964) 97-101.

A study of the intellectual functioning of disabled readers is described. The Wechsler Adult Intelligence Scales (WAIS) profiles of 60 disabled adolescent readers referred to a university reading clinic for diagnostic and/or remedial services were analyzed. A statistical significance was noted between the mean performance IQ and verbal IQ scores. Significant findings in all subtests, except for similarities and vocabulary, are described in tables. A discussion of results concentrating on the implications of the study is provided. References are included.

6910
McGraw, Joseph J. A Comparison of Mean Subtest Raw Scores on the Wechsler Intelligence Scale for Children of Regular and Over-Achieving Readers with Under-Achieving Readers. 93 p. (Ph.D., University of Oklahoma, 1966) Dissertation Abstracts, 27, No. 6, 1552-A. Order No. 66-14,229, microfilm $3.00, xerography $4.80 from University Microfilms.

Individually administered reading tests were given to 64 subjects ranging in chronological age from 7 years and 7 months to 13 years and 6 months. On the basis of the established reading grade level, a regular or over-achieving group and a below-grade-level group were formed. The Wechsler Intelligence Scale for Children was administered so that the intelligence quotient and other raw scores could be otbained for each group and compared. The major purpose was to determine the significant differences, if any, in the mean raw scores. It was found that only the subtests of arithmetic, similarities, and vocabulary showed statistically significant differences. It was concluded that the Wechsler Intelligence Scale for Children is an excellent tool for obtaining a clearer understanding of the causes of reading disability.

6421
McLeod, J. "A Comparison of WISC Sub-Test Scores of Pre-Adolescent Successful and Unsuccessful Readers," Australian Journal of Psychology, 17 (December 1965) 220-28.

The scores on 11 Wechsler Intelligence Scales for Children subtests for 177 successful readers and 116 backward readers were compared. Analysis of covariance was used, with an adjustment of scores on the verbal, performance, and full intelligence scales respectively. Results indicated that the retarded reading group scored significantly lower than the successful group on information, vocabulary, arithmetic, digit span, coding, and all verbal subtests. The retarded reading group scored higher on the picture completion subtest. Information, vocabulary, and arithmetic subtests correlated significantly with full scale and verbal scale IQ for both groups. Digit span and coding had no significant correlation with any IQ for either group. References are listed.

3984
Plattor, Emma E., et al. "Relationship Between Reading Retardation and the Measurement of Intelligence," Personnel and Guidance Journal, 38 (September 1959) 49-51.

The effect of reading retardation on verbal and nonverbal intelligence test performance was studied. Subjects were 266 retarded and 43 average or above-average seventh-grade readers in a Brooklyn junior high school located in a low socioeconomic area. All subjects were given the Pintner Verbal and the Pintner Non-Language intelligence tests. Mean IQ's for both tests and discrepancy scores were determined for both groups of readers. It was found that the retarded readers scored much higher on the nonlanguage tests than on the verbal, while the average and above-average readers tended to score higher on the verbal tests than on the nonlanguage. It is concluded that reading disability is interfering with the use of the Pintner Verbal test as a valid measure of intelligence level (learning capacity). Implications of the findings for school testing programs are discussed. A table is included.

4999
Spaights, Ernest. "Accuracy of Self-Estimation of Junior High School Students," Journal of Educational Research, 58 (May-June 1965) 416-19.

An investigation of the relationship between the actual and perceived achievement levels of 80 seventh-grade pupils is discussed. Twenty subjects were chosen from each of four ability groupings. A self-rating instrument (SR) designed to correspond with the California Achievement Test (CAT) subject matter headings of reading, arithmetic, and language was administered. Correlated coefficients for ability grouping, sex, and subject matter areas were computed. Able class learners rated themselves less accurately than regular, modified, or slow learners. The mentally retarded in special classes were more accurate predictors of their own ability than the mentally retarded in the modified classes. No significant difference in achievement level prediction due to sex was noted. Subjects were able to predict reading ability more accurately than arithmetic or language ability. Tables are included.

Sex

3936
Clark, Willis W. "Boys and Girls--Are There Significant Ability and Achievement Differences?" Phi Delta Kappan, 41 (November 1959) 73-76.

The findings of an analysis of boy-girl ability and achievement differences are reported. Subjects were 75 male and 75 female third, fifth, and eighth graders. Statistical controls were used in the analysis of data to equate or match school grade, age, mental characteristics of boys and girls and then to determine differences in achievement test performance. The California Test of Mental Maturity and the California Achievement Tests provided five mental factor areas plus language and nonlanguage and total mental ages, along with six achievement areas of the basic skills for the investigation. Only three instances of differences in mental ability characteristics were found between boys and girls, all at grade 3, and the boys were superior to the girls in each instance. On the achievement test, no significant differences were found at grades 3, 5, or 8 for reading vocabulary, comprehension, or arithmetic reasoning. Girls outscored boys in mechanics of English and spelling. Four educational implications were pointed out: sex differences in general intelligence do not exist; differences in basic skills achievement are not found; significant differences do exist in the language area; and the need for dealing with individual differences within sex groups is imperative. Tables are included.

3980
Pauk, Walter J. "Are Present Reading Tests Valid for Both Girls and Boys?" Journal of Educational Research, 53 (March 1960) 279-80.

An investigation was conducted to determine what specific skills and attitudes, as measured by tests other than reading tests, are possessed by boys and girls categorized as above-average and below-average in reading. Three hundred ninth graders (150 boys and 150 girls) were used as subjects. Approximately 47 percent of the middle-range students were eliminated through administration of the Cooperative Reading Comprehension Test, C1 (Lower Level). The remaining students were divided into four categories: (1) 42 above-average boy readers, (2) 38 below-average boy readers, (3) 43 above-average girl readers, and (4) 37 below-average girl readers. A product-moment coefficient of correlation was computed on test data for these students, and the seven tests (from a battery of 28 tests and subtests) which appeared most representative were chosen for further statistical analysis. Language-type tests contributed 80.90 percent to the total test battery in differentiating the above- and below-average girl readers but only 37.49 percent in differentiating among the boy readers. The Abstract Reasoning Test and the Numerical Ability Test contributed only 11.57 percent in differentiating among the girl readers; whereas, they contributed 43.28 percent in differentiating the above- and below-average boy readers. Additional research is encouraged. A table and four references are included.

4994
Sinks, Naomi B. and Powell, Marvin. "Sex and Intelligence as Factors in Achievement in Reading in Grades Four Through Eight," Journal of Genetic Psychology, 106 (March 1965) 67-79.

A study which investigated the relationship between reading achievement and sex and intelligence in the entire school system of a small urban community in northeastern Ohio is described. The population included 3,551 students in grades 4 through 8 (1,816 boys and 1,735 girls) who had taken the California Test of Mental Maturity (1957 S Form) and the California Reading Test. Students on each grade level were placed in groups determined by IQ, sex, and achievement level in reading vocabulary and reading comprehension. The groups were analyzed to determine whether or not a set of observed percents of underachievers, average achievers, and overachievers in the specified groups was consistent with the set of percents for the total population. The findings indicated that no generality of relationship, with respect to reading vocabulary and reading comprehension, could be made on the basis of intelligence and sex for the population studied. Implications of the findings for planning curriculum and methodology at elementary and junior high levels are discussed. Tables and references are given.

Personal Factors

Athey, Irene J. and Holmes, Jack A. _Reading Success and Personality Value-Systems Syndrome--A Thirty-Year Then and Now Study at the Junior High School Level_. 122 p. (CRP-S-248, OEC-S-248, Washington, D.C., 1967) ED 013 716, not available from EDRS.

Erikson's theory on the development of a healthy personality is integrated with Holmes' theory of reading in order (1) to derive a testable hypothesis regarding the contribution of specified personality characteristics to reading success and (2) to validate the findings. The study was conducted in three phases: the construction of new scales composed of personality items which significantly differentiated good and poor readers at the ninth-grade level in 1936, a longitudinal application of these scales to the same sample of students when they were in the seventh, eighth, and ninth grades in 1933 and 1934, and a cross-sectional replication after 30 years. Five samples were used. Two samples (N'S-160 and 130) were drawn from the longitudinal study (1933-35) at the Institute of Human Development, University of California. Three comparable samples were selected from grades 7, 8, and 9 in 1966. Specific personality characteristics hypothesized from an integrated Erikson-Holmes theory were consistently related to reading in grades 7, 8, and 9 and for two similar groups 30 years later. The report includes tables, figures, the self-interest inventory, and a bibliography.

5081
Chu, Godwin C. "Culture, Personality, and Persuasibility," _Sociometry_, 29 (June 1969) 169-74.

The cross-cultural validation of general persuasibility and the relationship between persuasibility and personality traits of Chinese students in comparison to American students were studied. One hundred and eighty-two Chinese high school students in Taiwan submitted to a persuasibility test and personality measures. The persuasibility test consisted of 15 questions on five topics. Students then read five communications with the same and opposite views; the persuasibility test was readministered. The persuasibility test and personality inventory used were adapted from Janis and Field. Chi-square, intercorrelations, means, and factor analysis were used to analyze the data. The mean persuasion score was higher for Chinese than for Americans. There was no factor interpretation, because the loadings did not show clear patterns after rotation. Persons with a neurotic personality tended to resist persuasive attempts. References are included.

5094
Daly, William C. "The Relationship Between Reading and Anxiety in a Group of Mental Retardates," Training School Bulletin, 62 (November 1965) 113-18.

A study was made to determine the degree of relationship between anxiety and reading in a group of educable mentally retarded adolescents. One hundred and twenty-five mentally retarded adolescents residing in a center for mentally retarded individuals were selected as subjects. The Wide Range Achievement Test and the Children's Anxiety Pictures Test were administered. No statistical significance was found for a correlation of scores for anxiety and word recognition, and the absence of a relationship between anxiety and reading for this group of mentally retarded adolescents was noted. A discussion of past studies in relation to current findings is given. References and tables are included.

5108
Eagly, Alice H. and Manis, Melvin. "Evaluation of Message and Communicator as a Function of Involvement," Journal of Personality and Social Psychology, 3 (April 1966) 483-85.

The effects of ego involvement on an individual's evaluation of a persuasive message and its source were studied. One hundred and twenty-four ninth-grade students were selected as subjects and were tested in two sessions. In the first session the students' attitudes were assessed on the topics of communication. In the second session, several weeks later, persuasive communications attacking the average subject's views were presented, and evaluation was assessed. Variations in involvement were produced by having each subject respond to both a "boys' message" and a "girls' message." Each of the two messages were constructed to be relatively involving for one sex. After reading the messages, the students were presented with multiple-choice questions which required an evaluative assessment of the message and of the communicator. The prediction that involved students react more negatively than uninvolved students when presented with a persuasive communication that contradicts their beliefs was supported by the results. References and tables are included.

6838
Harte, Sister Mary Laboure. Anxiety and Defensiveness as Related to Measureable Intelligence and Scholastic Achievement of Selected Institutionalized Children. 259 p. (Ph.D., Fordham University, 1966) Dissertation Abstracts, 27, No. 9, 2884-A. Order No. 66-13,536, microfilm $3.35, xerography $11.70 from University Microfilms.

The subjects who participated in this study were 184 children, 98 boys and 86 girls, in grades 2 through 8 of an institution school in New York City. They were examined with the Wechsler Intelligence Scale for Children (WISC), the Test Anxiety Scale for Children, the Defensiveness Scale for Children, and the Stanford Achievement Test, Form W, 1964. The Gray Oral Reading Test, 1955 edition, was administered only to those children classified as high anxious and high defensive. Data were evaluated by analysis of variance. Several significant differences are reported in the measured intelligence of boys and girls classified according to level of anxiety and defensiveness. Statistically significant differences are reported among the means of anxious and defensive boys and girls compared on reading achievement--low anxious boys were favored over high anxious boys, and low anxious girls were favored over high anxious girls. It was found that high defensive boys were higher than high anxious boys. On the Gray Oral Reading Test high anxious girls performed significantly better than high anxious boys. In the comparisons of ethnic groups, where significant differences were found, Caucasian children were favored over Negro and Puerto Rican children.

5153
Henderson, Edmund H.; Long, Barbara H.; and Ziller, Robert C. "Self-Social Constructs of Achieving and Nonachieving Readers," The Reading Teacher, 19 (November 1965) 114-18.

The relationships of three personality self concepts--differentiation, esteem, and individualism--to reading achievement and disability were explored. Thirty-two boys and 16 girls, aged 7 to 14, with 1 to 6 years reading retardation at the University of Delaware Reading Study Center were matched with successful readers of the same age and sex. The School and College Ability Tests (SCAT) and the Sequential Tests of Educational Progress (STEP) were used to match the groups. All subjects were tested individually with a nonverbal test involving four tasks to determine the extent of differentiation, esteem, and individualism in their self-concepts. Achievement on each task by the two groups is reported and discussed. Retarded readers were characterized by a relatively high degree of dependency. Suggestions are made for remedial treatment emphasizing individual effort. References are given.

6844

Hittson, Robert Joseph. A Comparison of Certain Personality Characteristics of Selected Secondary School Students in Special English Classes Who Score High on a Standardized Achievement Test with Those Who Score Low. 108 p. (Ed.D., North Texas State University, 1967) Dissertation Abstracts, 28, No. 9, 3507-A. Order No. 68-2773, microfilm $3.00, xerography $5.40 from University Microfilms.

An investigation was made of personality characteristic differences among superior students in special English classes who scored high on a standardized test and superior students in the same classes who scored low. A second dimension of the study was designed to determine whether the same characteristics were evident among students in grades 8, 10, and 12. Comparison results showed that the total group who scored high on the standardized test were significantly higher on factors involving intelligence, excitability, and enthusiasm than were the total group who scored low. Personality characteristics of both the high and low groups were found to be similar between the various grade levels and among schools.

6870

Ketcham, Clay Adams. Factors in the Home Background and Reader Self Concept Which Relate to Reading Achievement. 105 p. (Ed.D., Lehigh University, 1966) Dissertation Abstracts, 28, No. 2, 499-A. Order No. 67-4871, microfilm $3.00, xerography $5.20 from University Microfilms.

After a pilot study was conducted, the final form of a questionnaire consisting of 39 questions on home background and 40 on reader self-concept was administered to 615 students in grade 10. The final sample consisted of 582 students, 303 boys and 279 girls, whose records were complete. Of the selected home background factors, 26 were significantly related to the reading achievement of the subjects. Of the 40 selected reader self-concept factors, 27 were significantly related to reading achievement. It was found that parents of good readers used the library, read books, bought quality magazines and newspapers, bought books, enjoyed classical music, went on trips to historical places and museums, were engaged in professional, managerial, or technical work, were satisfied with the amount of reading their children did, used television sparingly, but did not restrict the viewing of their children, and expected good grades from their children. Students with high reading achievement wanted, expected, and received good grades, planned for post high school education, expected to find their careers among the professions, technical jobs, or in managerial positions, were satisfied with their family encouragement for school work, discussed news and philosophical ideas with their parents, traveled with parents, valued college enough that they would borrow money to attend, and were not interested in getting married in the next year.

7228
Ketcham, Clay Adams. "Factors in the Home Background and Reader Self Concept which Related to Reading Achievement," Proceedings of the College Reading Association, 7 (1966) 66-68.

A study was conducted to determine which of selected factors in home background and reader self-concept were significantly related to the reading achievement of tenth-grade students. The sample included 582 students, 303 of whom were boys and 279 of whom were girls. Following a pilot study, a final form of a questionnaire with 39 questions on home background and 40 questions on reader self-concept was administered. A Chi square analysis was made of each item on the questionnaire. Twenty-six of the selected home background factors were found significantly related (beyond .05) to reading achievement. Twenty-seven selected reader self-concept factors were found to be significantly related to reading achievement beyond the .05 level.

6395
Kleck, Robert E. and Wheaton, Jerry. "Dogmatism and Responses to Opinion-Consistent and Opinion-Inconsistent Information," Journal of Personality and Social Psychology, 5 (n.m., 1967) 249-52.

The relationship between open and closed mindedness, as measured by the Dogmatism Scale, and responses to information consistent and inconsistent with one's own opinion were examined. The subjects were 72 high school juniors from western Massachusetts who had been pretested for dogmatism and attitude toward the controversial issue of legal driving age. Expected results indicated that dogmatic subjects showed less recall of inconsistent information and a greater tendency to evaluate consistent information more positively than did open-minded subjects. The expectations that dogmatic subjects would show a greater preference than open subjects for information consistent with their opinions and would evaluate opinion-inconsistent information less favorably were not confirmed, though the data were in the anticipated direction. Consistent with some previous results in this area, these subjects as a group did demonstrate a marked preference for opinion-consistent information. Anticipated results showing a strong relationship between public commitment and closed mindedness did not materialize. References are listed.

6442
Mutimer, Dorothy; Loughlin, Leo; and Powell, Marvin. "Some Differences in the Family Relationships of Achieving and Underachieving Readers," Journal of Genetic Psychology, 109 (September 1966) 67-74.

The Two Houses Technique test was administered to 22 girls and 22 boys who were underachieving readers from Rockford College Reading Clinic and to 22 girls and 22 boys who were average-achieving readers from Marsh School to ascertain the differences in the family relationships of the two groups. The Two Houses Technique is an unpublished test developed by Victor Szyrynski to show, among other things, the amount of emancipation from the home, the amount of sibling interaction and rivalry, and some indication of the child's identification with parents based on the sex of the child. The null hypothesis that there is no significant difference between the family relationships of the average-achieving and underachieving readers was tested. Comparison of the groups in five different combinations indicated many significant differences at the .05 level and a few significant differences at the .01 level. The Two Houses Technique test indicated that there are significant differences between the family relationships of the achieving readers and those of the underachieving readers, and it was concluded that further investigation with this test is desirable. Two references are given.

6446
Neville, Donald; Pfost, Philip; and Dobbs, Virginia. "The Relationship Between Test Anxiety and Silent Reading Gain," American Educational Research Journal, 4 (January 1967) 45-50.

The hypothesis that high test anxiety has an inverse relationship to vocabulary and comprehension gain was tested. Subjects were 54 boys aged 7 to 15 who were enrolled in a summer remedial reading program. Pretests and post-tests of reading and vocabulary comprehension were administered. The Test Anxiety Scale for Children was used as the anxiety measure, and subjects were divided into groups of high, middle, and low anxiety. F ratios of test results indicated that there were no differences among the three anxiety levels in vocabulary gains but that there were differences in comprehension gains. Subsequent t comparisons disclosed that of the three groups, the middle anxiety group made significantly greater comprehension gains. The high anxiety group gained significantly more on vocabulary than on comprehension. It was concluded that high test anxiety did have an inverse relationship to comprehension gain but not to vocabulary gain. A possible explanation is that comprehension is a more complex task than vocabulary and requires more personal involvement. References are listed.

7289
Nicholls, J. G. "Anxiety, Defensiveness, Self Esteem, and Responsibility for Intellectual Achievement: Their Relations to Intelligence and

Reading Achievement Test Score," New Zealand Journal of Educational Studies, 2 (November 1967) 125-35.

The Test and General Anxiety Scales, the Defensiveness Scale for Children, the Lie Scale for Children, the Self-Esteem Inventory, the Intellectual Achievement Responsibility Questionnaire, and an intelligence and a reading achievement test were administered to 153 13-year-old children. Separate factor analyses for boys and girls revealed important sex differences: admission of anxiety by boys appeared indicative of adjustment difficulties; defensiveness was a more stable characteristic of boys than girls; girls had a less unified self-concept than boys. There was evidence of acquiescence in response style. Test anxiety and some aspects of self-esteem were related to intelligence and reading test scores. The possibility that the relation between self-esteem and scores on intelligence and reading tests can be explained in terms of test anxiety was noted. Tables and references are included.

5840
Paulo, William E. "Improving Reading in Junior High School," Challenge and Experiment in Reading. International Reading Association Conference Proceedings, 7, Part 3 (1962) 164-66.

Characteristics of 10 able and 10 disabled junior high school boys and girls were compared. All indicated a 90-110 IQ and all had received instruction since grade 1 in the same school district. The disabled readers were 2 years or more retarded in reading achievement. Such physical and emotional factors as slight hearing loss, myopia, mixed hand-eye dominance, poor health record, and broken home showed little difference between the groups. It was found, however, that the failure pattern unique to the disabled reader group had been a long-term one, originating for each child at the first-grade level. Administration of a projective technique using photographs of school scenes showed that the negative attitudes of the disabled reader toward school and reading were firmly fixed in his total personality. It was recommended that all reading programs must first make provisions for fostering in children a positive, healthy attitude toward themselves and toward reading.

6951
Pfost, Howard Philip. Test Anxiety Desensitization as Related to Gains in Remedial Reading. 97 p. (Ed.D., George Peabody College for Teachers, 1966) Dissertation Abstracts, 27, No. 5, 1296-A. Order No. 66-11,233, microfilm $3.00, xerography $5.00 from University Microfilms.

The efficacy of a test-anxiety desensitization treatment in improving the reading gain of a group of highly test-anxious male readers enrolled in a remedial reading setting was examined. Twenty-two boys ranging in age from 9 through 14 were identified as being highly test anxious by scores on the Test Anxiety Scale for Children (TASC). The experiment lasted 6 weeks. The experimental group received desensitization treatment along with remedial reading. The control group received remedial reading. The desensitization treatment consisted of a graded presentation of a test situation with concurrent presentation of positive reinforcement. Reading tests and the TASC were administered as pre-post measures. Difference scores were used to analyze the data. The control group made significantly more gains in oral reading. The experimental group gained more in silent reading comprehension than in silent reading vocabulary. It was concluded that if desensitization took place in the study, the control treatment was just as effective as the experimental treatment.

7339
Sandefur, J. T. and Bigge, Jeanette. "An Investigation of the Relationship Between Recognized Problems of Adolescents and School Achievement," Journal of Educational Research, 59 (July-August 1966) 473-74.

An investigation to provide statistical evidence supporting the assumption that adolescents have personal and social problems which affect their school achievement was reported. In September 1964, 217 eighth- and ninth-grade students in Shawnee Mission, Kansas, public schools were given the Mooney Problems Check Lists and the SRA Achievement Series. Coefficients of correlation were then computed between the seven areas and a composite score of the Mooney and the 10 subtest scores of the SRA. Statistical analysis revealed inverse relationships between the number of school-related, home, family, social, and personal problems reported on the Mooney and the student achievement scores reported on the SRA. The relationship between the composite achievement score and the composite number of problems reported was statistically significant at the .01 level of confidence. Problems related to boy-girl relations did not significantly affect achievement. Results, tables, and references are included.

4319
Scarborough, Olive R.; Hindsman, Edwin; and Hanna, Geneva. "Anxiety Level and Performance in School Subjects," Psychological Reports, 9 (October 1961) 425-30.

An investigation of the relationship between anxiety and performance in language arts as compared with performance in science, social studies, and arithmetic is described. Subjects were 162 seventh-grade boys and girls chosen from 1,600 seventh-grade pupils in four Texas schools involved in the Human Talent Research Project. They were chosen on the basis of sex, intelligence (California Test for Mental Maturity), and level of anxiety (Castenada Anxiety Scale). The academic achievement of the subjects was determined by the California Achievement Test and the Sequential Test of Educational Progress. Results of the tests were analyzed according to high, average, and low intelligence and anxiety levels. Anxiety level was found to make a difference in children's reading and language achievement when intelligence was a factor and when both sex and intelligence were factors. The findings and questions raised by the findings are discussed. Tables and references are included.

6982
Schwyhart, Frederick Keith. Exploration of the Self Concept of Retarded Readers in Relation to Reading Achievement. 397 p. (Ed.D., University of Arizona, 1967) Dissertation Abstracts, 28, No. 4, 1218-A. Order No. 67-12,212, microfilm $5.10, xerography $18.00 from University Microfilms.

The self-concept of 35 ninth-grade retarded readers involved in a reading improvement program was obtained through five different techniques--sentence completion, Q-Sort of Adjectives, self-description, self-portrait, and an individual interview. While only a little over half of the students actually showed reading improvement, almost all felt that their reading had improved. Responses in the self-concept reports such as dumb, stupid, no confidence, fear of reciting, and fear of being looked at revealed the students' feelings of inadequacy, incompetence, and their years of failure and frustration. The study emphasized the importance of recognizing the uniqueness of each student and of meeting this uniqueness with individualized instruction.

6990
Shirley, Fehl Lorayne. The Influence of Reading on the Concepts, Attitudes, and Behaviors of Tenth, Eleventh, and Twelfth Grade Students. 238 p. (Ph.D., University of Arizona, 1966) Dissertation Abstracts, 27, No. 5, 1208-A. Order No. 66-10,211, microfilm $3.10, xerography $10.80 from University Microfilms.

Changes in concepts, attitudes, and behavior reported by tenth-, eleventh-, and twelfth-grade students as a result of their reading were ascertained. A modified critical incident technique was used as a basis for collecting data. The number of influences on concept, attitude, and behavior were correlated with age, intelligence, vocabulary, comprehension, grade level, and number of materials reported by students as influencing them. Chi square and correlation were used to analyze the data. The use of the critical incident technique was valid. Only 16 out of 420 adolescents reported no influence from reading. Many kinds of reading materials influence adolescents. The following seven areas of influence in order of frequency emerged--self-image, philosophy of life, cultural groups, social problems, sensitivity to people, political science, and miscellaneous. Approximately as many influences were reported from fiction as from nonfiction. Seven dimensions of self-involvement emerged--indifferent, observer, partial participator, intense participator, self-image synthesizer, construct synthesizer, and decision maker.

Students who reported higher totals of influences tended to be more intelligent, better readers, and in lower grades. Tentative conclusions are reported.

6550
Wilderson, Frank B., Jr. "An Exploratory Study of Reading Skill Deficiencies and Psychiatric Symptoms in Emotionally Disturbed Children," Reading Research Quarterly, 2 (Spring 1967) 47-73.

Clinical and experimental evidence suggesting a general hypothesis that specific reading disabilities are related to symptomatic expressions of more central emotional disorders is presented. Factors of reading dysfunction appear as characteristic phenomena associated with factors of other behavioral-emotional symptoms in children. Intercorrelation matrices of reading-related skills and psychiatric symptoms were factor analyzed separately and yielded four psychiatric and seven reading deficiency factors. Analysis of the correlations between sets of factors suggested that there is significant commonality across symptom domains to confirm predictions made in this area. Factor sets showing significant correlations were interpreted and discussed.

Purpose

6857
Jerrolds, Bobby Wallace. The Effects of Advanced Organizers in Reading for the Retention of Specific Facts. 109 p. (Ph.D., University of Wisconsin, 1967) Dissertation Abstracts, 28, No. 11, 4532-A. Order No. 67-16,963, microfilm $3.00, xerography $5.40 from University Microfilms.

This investigation dealt with the relative effects upon delayed retention of specific facts of Advance Organizers (AO) as described by Ausubel and of Modified Advance Organizers (MAO) formulated around main idea concepts. Subjects were 84 ninth graders randomly assigned to one of seven treatment groups. Comparisons were made among the seven groups. No significant difference in retention was indicated between AO and MAO. No significant difference was revealed between the effects of instruction and noninstruction. Above-average IQ subjects using MAO with prior instruction did significantly better than above-average IQ subjects using MAO without prior instruction. None of the groups using advance organizers differed significantly from the control group which had no advance organizers.

7361
Smith, Helen K. "The Responses of Good and Poor Readers When Asked to Read for Different Purposes," Reading Research Quarterly, 3 (Fall 1967) 53-83.

Both the product and process of reading comprehension were explored when high school seniors were asked to read for two different purposes: for details and for general impressions. A case-study method involving structured individual interviews and retrospection was used to secure evidence of the success of 15 good reader subjects and 15 poor reader subjects in understanding the materials read and to gain insight into the processes they used when they read for the two purposes. All subjects answered the same series of questions on each part, explained how they arrived at each answer, and responded to questions about past experiences in reading for different purposes. Responses made by the subjects were categorized and analyzed either statistically or qualitatively. The data revealed that good readers read for both purposes with equal success. The results for the poor reader group were similar. Good readers, however, were more successful in reading for details. Good readers adjusted their procedures to the two purposes, but poor readers varied their reading approach only slightly. A conceptual framework of readers' and writers' purposes was developed for this study and is included. Tables and references are given.

6647
Smith, Helen K. and Andresen, Oliver S. Instruction of High School Students in Reading for Different Purposes. 446 p. (CRP-1714, University of Chicago, Chicago, 1966) ED 010 060, microfiche $1.75, hard copy $22.40 from EDRS.

Potential benefits to be derived from planned purposeful reading instruction were studied. Twelve purposes were then selected for purposeful reading at the ninth-grade high school level, and students in the experimental and control groups were selected on the basis of need for such reading instruction. These students were matched on the basis of reading inventory scores and IQ. Planned purposeful reading instruction was given to the experimental group. Instruction in both groups was observed by a reading research associate to ascertain procedures and methods used by the teachers; instruction in both groups was evaluated and compared. Analysis of covariance was used to adjust for differences in IQ or purposeful reading pretest scores. Experimental subjects did not read significantly better than control subjects for the 12 study purposes selected. However, the results indicated that the percentage of students scoring above one standard deviation was higher for the experimental group. It was concluded that the materials developed for instruction and testing had been used successfully and that planned purposeful reading instruction was superior to incidental instruction.

6999
Smith, Richard John. The Effects of Reading a Short Story for a Creative Purpose on Student Attitudes and Writing. 95 p. (Ph.D., University of Wisconsin, 1967) Dissertation Abstracts, 28, No. 8, 3082-A. Order No. 67-12,158, microfilm $3.00, xerography $4.80 from University Microfilms.

The effects of using specific kinds of writing tasks, assigned prereading and completed postreading, on student attitudes toward what was read and on the cognitive level of the student writing produced in response to the tasks was investigated. Subjects were from 20 twelfth-grade college-preparatory English classes which were divided into four different treatment groups using (1) training program and creative writing task, (2) training program and noncreative writing task, (3) no training program and creative writing task, and (4) no training program and noncreative writing task. Mean class scores were subjected to a two-way analysis of variance to determine significant differences. It was concluded that the kind of writing task assigned to students preparatory to reading made a difference in their attitudes toward what was read and that a creative writing task was effective in stimulating creative thinking about the material covered.

4342
Troxel, Vernon. "The Effects of Purpose on the Reading of Expository Mathematical Materials in Grade Eight," Journal of Educational Research, 55 (February 1962) 221-27.

Relationships within and between measures of ability to read expository mathematical material and between each of these measures and measures of general reading ability and of arithmetic achievement were investigated. Two groups of eighth graders, equated on the basis of Iowa Silent Reading Tests scores, were asked to read 20 passages in a test on expository mathematical material constructed for the study. One exercise was completed on each of 20 consecutive school days. Group A, containing 22 students, was told to answer one specific question about each passage. Group C, containing 23 students, was told to find the main idea of each passage. The relationships between both the speed and accuracy scores and the arithmetic achievement scores were investigated by computing the coefficients of correlation, the corrected coefficients, and the partial coefficients. The t test was used to test the significance of the differences between the first-half and the last-half scores for all four sets of scores. The relationships between speed and accuracy for both groups were investigated by computing the coefficients of correlation. It was indicated that reading speed was influenced by the reading purpose and that the faster readers tended to be more accurate. Conclusions and references are offered.

Environmental and Cultural Factors

6839
Hayes, Glenn Warren. The Relationship of Socio-Economic Status of Pupils to Their Comprehension of Reference Materials Written at Different Levels of Readability. 122 p. (Ed.D., University of Illinois, 1966) Dissertation Abstracts, 27, No. 11, 3773-74-A. Order No. 67-6628, microfilm $3.00, xerography $6.00 from University Microfilms.

Ninety-six ninth-grade pupils enrolled in vocational agriculture courses in 21 Illinois high schools were classified into socioeconomic classes and randomly placed into control and experimental groups. The pupils read either the original selections from Vocational Agricultural Service Unit 1037, "Caring for the Sow and Litter at Farrowing Time," or a rewritten easier version. A criterion multiple choice test was constructed to measure comprehension of the material. Pupils were also administered Test Six of the Iowa Test of Educational Development. The total scores of pupils in each of the three socioeconomic groups on the criterion test were not significantly different at the .05 level. There was no significant difference between the total scores of those pupils who read the original version and of those who read the rewritten version. On the recall portion of the criterion test, those pupils who read the rewritten material scored higher, but there was no significant difference between socioeconomic groups. On the portion measuring understanding of principles, the middle-working socioeconomic class scored higher. On the application portion, no statistically significant differences were found between socioeconomic groups or between treatment groups.

7197
Hicks, Leo B. "A Cross-Sectional Look at Academic Achievement for Culturally Disadvantaged and Non-Disadvantaged Students," Illinois School Research, 4 (November 1967) 16-22.

Intelligence and reading achievement test scores for approximately 25,000 East St. Louis, Illinois, students in grades 1 through 11 were compared for predominantly disadvantaged children from 23 schools and nondisadvantaged children from 17 schools. Class medians, percentiles, and averages were obtained for the following standardized tests: Gates Primary Reading for grades 1 and 2; SRA Reading, grade 3; California Achievement Battery, grades 4, 5, and 6; California Test of Mental Maturity, grade 6; Iowa Every Pupil Reading, grades 6.9 and 9.7; Differential Aptitude, grade 8; and Illinois State-wide Testing Program, grade 11. Nondisadvantaged students exhibited higher measured ability throughout all grades. For grades 1 and 2 both disadvantaged and nondisadvantaged scored at about the same rate of reading which was well above the norms for that test. In third grade a drastic decline in both groups was noted. From this point on through high school the nonculturally disadvantaged groups scored much higher in each case, while the disadvantaged students became more retarded with each year. Tables and references are included.

6849
Howington, Estelle Underwood. The Relation of Student Withdrawal from High School to Reading and Other Selected Factors. 208 p. (Ed.D., University of Georgia, 1966) Dissertation Abstracts, 27, No. 10, 3225-A. Order No. 67-3556, microfilm $3.00, xerography $9.45 from University Microfilms.

An investigation was made of the relation of pupil withdrawal to reading, intelligence, age, school progress, and home background. Subjects were eleventh-grade students in DeKalb County, Georgia, during school years 1963-65. Tests and a questionnaire were used to compile data. Conclusions were (1) that students who stayed in school had higher scores on reading tests, higher IQ's, and were younger for the grade placement than were the dropouts; (2) that dropouts and stayins were found to differ significantly in expressed difficulty of reading material, reported possession and use of library cards, and in feelings about reading achievement. There were no significant differences in expressions of interest in reading, in preference for books, magazines, or newspapers, in the stated number of books owned, in the number of books read "for fun" in a month, or about reading improvement. Significant differences were found in grade point averages, courses failed, retentions made, and in occupations of the heads of the households. The stayins had more parents whose occupations fit into administrative categories. No differences were found in the nearness of homes to libraries, marital status of parents, number of children in the family, or ordinal position in the family.

5175
Kelly, Francis J.; North, Joseph; and Zingle, Harvey. "The Relation of the Broken Homes to Subsequent School Behaviors," Alberta Journal of Educational Research, 11 (December 1965) 215-19.

The influence of broken homes upon three school-related behaviors was studied. The behaviors were school attendance, reading achievement, and reported behavior problems. Subjects were 131 children from broken homes as determined from a questionnaire administered to 886 seventh- and eighth-grade students attending five junior high schools in Canada. A control group from intact homes was also established. The following scores were obtained for each child: reading achievement, teacher rating of behavior, and school attendance. The predictor variables were parent sex, subject sex, status of home, nature of breakup, and year in school at the time of breakup. The covariable was socioeconomic status.

A series of multiple linear regression models was used to analyze the data. Subjects from broken homes attended fewer days; this was statistically but not practically significant. There was no difference in the rated behavior of the groups. When homes were broken when children were in grades 1 to 3, the children did poorer on the reading achievement test. There was no difference in reading achievement between the groups. A discussion and references are included.

6397
Kramer, David P. and Fleming, Elyse S. "Interparental Differences of Opinion and Children's Academic Achievement," Journal of Educational Research, 60 (November 1966) 136-38.

The subjects used in this investigation were 290 pairs of Cleveland suburban parents and their 460 children in grades 4, 5, and 6. Three offspring groups, the low, medium, and high parental differences of opinion groups, were formed to explore the relationship between interparental differences of opinion and children's academic achievement. Significant differences were obtained between children in the low and high, and medium and high parental differences of opinion groups in IQ and in reading. Significant differences were also found between boys in the low and high, and medium and high groups in IQ and between boys in the low and high parental groups in reading. No significant differences were found between girls on either of the criteria of achievement, and no significant differences in arithmetic were found for any groups compared in the study. It was suggested that parental differences of opinion may provide a fruitful strategy for exploring differences in child behavior. Eight references are given.

4929
Lovell, K. and Woolsey, M. E. "Reading Disability, Non-Verbal Reasoning, and Social Class," Educational Research, 6 (June 1964) 226-29.

The findings of three English surveys using the Watts-Vernon Reading Test, the Vernon Graded Work Reading Test, the N.F.E.R. Sentence Reading Test, and the N.F.E.R. Non-Verbal Reasoning Tests, No. 3 and No. 5, to discover the relationship of socioeconomic background to reading retardation are discussed. The significance of social class to reading ability is indicated. A summary of the surveys is presented in tables. References are included.

6415
MacArthur, R. S. and Mosychuk, H. "Lower and Upper Socioeconomic Group Contrasts in Long-Term Predictability of Grade Nine Achievement," Journal of Educational Measurement, 3 (Summer 1966) 167-68.

The predictive validity for the ninth-grade achievement of selected intelligence and achievement measures administered in grades 3, 6, and 7 to 237 pupils from lower, middle, and upper socioeconomic groups of a Canadian city were compared. Pearson r's were obtained for each socioeconomic group separately, but the upper and middle groups showed similar results and were reported together (upper group). At the third-grade level, all coefficients were low, and there was little difference between those for the upper and the lower groups. At the sixth- and seventh-grade levels, some coefficients for the upper group were usefully large, but those for the lower group were smaller than at the third-grade level. Sign tests based on the upper group coefficients minus the lower group coefficients confirmed these findings. Also, the median r of all predictors with all criteria rose from grade 3 to grade 6 to 7 for the uppers and fell for the lowers. It was concluded that for the lower socioeconomic group, ninth-grade achievement was no more predictable at the sixth- and seventh-grade levels than at the third-grade level. Teachers should exercise caution in predicting, even over a 2-year period under a relatively fixed standard curriculum, the achievement of lower socioeconomic students. Data tables are included.

7286
Napoli, Joseph. "Environmental Factors and Reading Ability," The Reading Teacher, 21 (March 1968) 552-57, 607.

Results of a survey of 40 eighth- and ninth-grade pupils supported the idea that the home environment influences a child's reading habits and ability. Available reading matter and emphasis on education at home correlated with a keener interest in reading among 20 eighth-grade honors pupils; 20 pupils from regular ninth-grade classes indicated a more limited interest in reading and little motivation for the activity in their homes. Most of the ninth graders were low achievers who fell below their grade level in reading; all 40 pupils were from middle- or upper-middle-class families. A questionnaire was used to determine (1) the number and types of reference materials in the homes; (2) the amount of reading each parent did, the frequency with which parents selected reading material for their child, and the frequency of book discussions in the home; (3) the pleasure reading habits of the pupil; (4) the study habits of the pupil, the study conditions in the home, and the kind of assistance parents gave, if any; (5) the attitude of the pupil toward both the public and school libraries; and (6) the frequency and types of the pupil's periodical reading. In all of these areas a greater percentage of the honors pupils--or good readers--reported more material available and influence, conditions, and attitudes more conducive to reading in their homes.

6449
Oberlander, Mark and Jenkin, Noel. "Birth Order and Academic Achievement," Journal of Individual Psychology, 23 (May 1967) 103-10.

The data for this study were obtained from two school systems in the Chicago area. Sample 1 consisted of 615 available students in grades 7 and 8 in a northern suburb characterized by relatively high and homogeneous socioeconomic status. Sample 2 consisted of 357 students in grades 5, 8, and 11 in a southern suburb which had a lower and more varied socioeconomic status. Intelligence, achievement, and birth order data were collected. Only children, who accounted for 10 percent of the two samples, were included with the first borns with siblings. There was no control for family size. The hypothesis was tested that first borns, including only children, are superior to later born children in school achievement. Among the children studied, the hypothesis was confirmed in that firstborns significantly excelled later borns in IQ and achievement. It was concluded that birth order is a sufficiently important variable to merit consideration when investigating school performance. Ten references are included.

4962
Otto, Wayne. "Sibling Patterns of Good and Poor Readers," Psychology in the Schools, 2 (January 1965) 53-57.

Research dealing with the relationship between children's position in the family constellation and their performance in the specific academic area of reading is reviewed. A study to determine whether a sample of good readers would include significantly more eldest and only children than a sample of poor readers is described. The sample consisted of 300 good readers and 300 poor readers in grades 4 through 9 of a large metropolitan school system. All subjects had IQ's of 90 or above. Good and poor readers were classified according to IQ, reading achievement, and teacher evaluation. All poor readers were one (grade 4) to two (grades 5-9) grade levels below their expected achievement. Data sheets for each child containing test scores and sibling information were analyzed. Results showed more first and only children were among good readers at each grade level (significant only at grade 6), while more middle and youngest children appear in the poor group. When all subjects are considered, the difference is highly significant. A discussion of the psychological implications of the findings and possible causes is presented. A table and references are included.

3544
Penty, Ruth C. Reading Ability and High School Dropouts. (New York: Bureau of Publications, Teachers College, Columbia University, 1956) 93 p.

The relationship between reading ability and the high school dropout problem was investigated at Battle Creek (Michigan) High School in a study of 593 tenth graders from 1947 to 1950 who were in the lowest quarter of their class and 593 tenth graders in the highest quarter of their class. Data from the Otis Tests of Mental Ability, the Iowa Silent Reading Tests (or the California Reading Test), "exit" interview sheets, and special interview sheets for dropouts and graduates were gathered (1) to determine reading achievement, proportion of dropouts and graduates among good and poor readers, percentages of dropouts and graduates among poor readers, time of dropout, and reasons for leaving or remaining in school and (2) to compare intelligence, reading growth potential, and the attitudes toward self, school subjects, reading, teachers, and other students of poor readers who dropped out of school and poor readers who graduated. Methods, materials, and tests used in a developmental reading program for grades 10 and 12 are described. A summary, conclusions, and implications of the study for education are given. A bibliography, tables, and copies of the interview sheets are included.

5332
Watson, Richard L. "Early Identification of High School Dropouts," Reading and Inquiry. International Reading Association Conference Proceedings, 10 (1965) 265-67.

The relationship between good and poor reading graduates and dropouts on the basis of nine factors previously identified as significant to dropping out of high school was studied. The nine selected factors were socioeconomic status, school absence, family mobility, starting school age, home stability, number of siblings, academic success, sex, and intelligence. The two most recent classes to finish at North High School, Evansville, Indiana, were studied. These classes were reassembled as they would have been in their sixth-grade years and then separated into a graduate and a dropout section. These sections were subdivided into the following four groups on the basis of standardized reading scores earned in the sixth grade: good reading graduates, poor reading graduates, good reading dropouts, and poor reading dropouts. The interrelationships between the nine factors are described. The good readers who dropped out of school seemed to be extremely different from the good readers who persisted. Conversely, the poor readers who dropped out and the poor readers who persisted seemed to be quite similar. Low reading performance in elementary school should be considered an important precipitating factor to dropping out of high school. Recommendations for educators are given.

7413
Wickstrom, Rod A. "Pupil Ability and School Achievement," Alberta Journal of Educational Research, 13 (December 1967) 311-18.

The nature and degree of pupil mobility and its relationship to school achievement was examined in this study of eighth-grade students in the Saskatoon, Saskatchewan, public schools. The 77 pupils were divided into seven groups according to their past mobility, if any. Data were gathered on intelligence and reading, language, and arithmetic levels as well as on grade 8 year-end averages and occupations of pupils' parents. Null hypotheses were proposed that the seven groups did not differ significantly on intelligence or achievement scores, on proportions of pupils who had repeated grades or received conditional promotions, and on proportions of pupils whose parents fell into each of five occupational areas. Almost no significant differences in school achievement were found between nonmobile and mobile students. The author suggested that the individualization of instruction was probably the best way to counter problems of pupil mobility. References are included.

Reading Competencies

4028
Aaron, Ira E. "Comparison of Good and Poor Readers in Fourth and Eighth Grades," Journal of Educational Research, 54 (September 1960) 34-37.

Good and poor fourth- and eighth-grade readers were compared on spelling, spelling of phonetic syllables, syllabication, and intelligence. One hundred and seventy-five fourth graders and one hundred and fifty-five eighth graders from a Georgia school district were involved. The California Reading Test, Form DD, was administered; good and poor readers were selected on the basis of results. A 60-word, list-dictation spelling test measured spelling achievement. The spelling of phonetic syllables test was a test in which nonsense syllables were called out for pupils to spell just as they sounded. The syllabication test contained nonsense words to be broken into syllables in accordance with four principles of syllabication usually taught near the end of the primary grades. The California Test of Mental Maturity, Non-Language section, was used to estimate intelligence. At both fourth- and eighth-grade levels, good readers differed significantly from poor readers on all four measures; however, some good readers did not perform well on one or more of the measures while some poor readers performed well on one or more of the measures. It was concluded that some one or more skills and abilities associated with good reading performance may be absent in good readers and may be present in some poor readers. Tables and references are included.

6266
Bakker, Dirk J. "Temporal Order, Meaningfulness, and Reading Ability," Perceptual and Motor Skills, 24 (June 1967) 1027-30.

The retention of temporal sequences by two reading groups was studied. The kind of material was varied by including meaningful-verbal, meaningful-nonverbal, and meaningless-nonverbal items. Subjects were 54 boys, ranging from 9 years, 5 months to 15 years, 2 months in age, who were divided into two groups according to reading ability. All had learning and behavior disorders. Results indicated that, although dissimilar for different sorts of materials, the retention of temporal patterns was more difficult for the poor than for the better readers. No significant differences were evident between groups in relation to the temporal sequence of digits. Results differed, however, with respect to the nature of the material in the sequences. Further research is suggested.

6772
Bean, William James. The Isolation of Some Psychometric Indices of Severe Reading Disabilities. 118 p. (Ph.D., Texas Technological College, 1967) Dissertation Abstracts, 28, No. 8, 3012-A. Order No. 68-2607, microfilm $3.00, xerography $5.80 from University Microfilms.

The purposes of this study were (1) to determine how retarded readers differ from average readers by using an extensive battery of psychological tests, (2) to isolate those variables which significantly differentiate retarded readers from average readers, and (3) to examine the different variables for their manifest and probable structure in order to isolate basic mechanisms involved in reading retardation. Subjects were 25 retarded seventh, eighth, and ninth graders matched by age and IQ with an equal number of average readers. Data were analyzed for significant differences by t-tests, discriminant analysis, multiple correlations, and regression equations. It was concluded (1) that retarded readers showed a generalized verbal deficit, (2) that visual motor coordination was not a critical element in this age group, (3) that sequential memory was a critical element, and (4) that gross brain pathology was not a factor in the age group studied. However, it was inferred from the result of Eisenson's study (1966) that retarded readers exhibited some minimal amount of brain dysfunction.

7112
Clark, Philip M. "Balance in Cognitive Skills as Related to Complex Functioning," Psychology in the Schools, 4 (January 1967) 29-33.

The performance of good readers as compared to that of poor readers on tests defining different perceptual-conceptual factors was studied. Subjects were 144 grade-8 pupils of both sexes. A "balance" model was postulated with the good reader maintaining a balance of high and low perseveration. A word fluency task was adapted for group use from the Word Naming Test, Form L, of the Stanford-Binet Intelligence Scale as the low cognitive perseveration factor. Concealed Figures was selected as the task requiring high cognitive perseveration. Both factors had previously been determined from a factor-analytic study of a population that included the subjects of the present study. Total test scores on the intermediate battery of the California Reading Test were converted to T scores. Poor readers were arbitrarily designated as having scores of 45 or below and good readers as those scoring 55 and above. Mean score difference for the poor readers was found to be significantly greater ($p < .05$) than that for good readers. A test of homogeneity of variance for difference scores for poor readers was significantly greater than that for good readers. The results of the study supported the hypothesis that good readers would perform more nearly equivalently than poor readers on tests defining quite distinct perceptual-conceptual factors. References are included.

Davis, Frederick B. Identification and Measurement of Reading Skills of High-School Students. 84 p. (CRP-3023, OEC-6-10-024, University of Pennsylvania, Philadelphia, 1967) ED 014 397, microfiche $0.50, hard copy $4.30 from EDRS.

A study described as the first application of cross-validated uniqueness analysis techniques was designed to eliminate the effects of imperfections in a prior factor-analytic study of reading comprehension which used tests especially constructed to measure mental skills in reading. A uniqueness analysis based on large samples was used to obtain estimates of the percentage of nonchance variance. Students in grade 12 near Philadelphia were subjects for the preliminary and main studies. Eight reading comprehension skills were tested in the preliminary study; two parallel forms of the test were administered to approximately 400 students. A pool of 24 items for each of the eight skills was assigned to two parallel forms of the test. Approximately 1,000 students took both forms of the test with 1 or 2 days intervening. Intercorrelations and multiple regression analyses were used to analyze the data. It was concluded that comprehension among mature readers is not a unitary mental skill or operation and that systematic learning exercises of appropriate difficulty levels for each pupil should be provided. In addition, there is a need for a series of self-teaching practice exercises for developing proficiency in the constituent skills of comprehension among mature readers. A bibliography is given.

7192
Hayward, Priscilla. "A Comparison of Test Performance on Three Answer Sheet Formats," Educational and Psychological Measurement, 27 (Winter 1967) 997-1004.

The Sequential Tests of Educational Progress (STEP) Reading Test, Form 4A, was administered to 108 fourth graders, and Form 3A was administered to 126 eighth graders. Each group was subdivided by sex, with a random third of each subdivision using an IBM 805 answer sheet, another third using an IBM 1230 answer sheet, and the remaining third using a Digitek answer sheet. Each group also took the Academic Ability Test on SCRIBE answer sheets, from which the Verbal subscore was used to adjust the STEP Reading mean scores for the influence of verbal ability. The F ratios revealed that significant differences in the adjusted mean scores on the STEP Reading Test were attributable to answer sheet format at the .05 level at both grade levels tested and to sex at the .01 level at grade 8. A significant interaction of sex and answer sheet format, however, was observed, indicating that boys and girls reacted in different ways to the three formats. It was concluded that answer sheet format should be taken into consideration when interpreting test results from currently available normative data. Tables and references are included.

4264
Love, Harold D. "An Experimental Phonics Program Versus a Controlled Integral Reading Program," Journal of Developmental Reading, 4 (Summer 1961) 280-82.

The historical changes in the teaching of phonics in the United States are summarized. Two methods of teaching remedial reading in a summer workshop are compared. Thirty children of the Thibodaux area were divided into an experimental group, which was taught phonics as a special drill subject in a remedial reading program, and a control group, which was taught phonics as an integral part of the whole reading program. The two groups were matched as to chronological age, intelligence quotient, vision, and hearing. Library books, an SRA Reading Laboratory, mimeographed materials for skill building, spelling workbooks, games, flash-cards, and dictionaries were among the materials utilized by both groups in the program. No significant difference was shown in the gains made by the experimental and by the control groups. Tables and references are included.

7252
Lyle, J. G. "Performance of Retarded Readers on the Memory-for-Designs Test," Perceptual and Motor Skills, 26 (n.m. 1968) 851-54.

Fifty-four retarded readers of at least average IQ and 54 adequate readers aged 6.5 to 12.5 years were administered the Memory-for-Designs Test. This was scored first according to the standard Graham and Kendall system and, secondly, according to a new system which took into account all errors of displacement, omission, and addition. Both methods discriminated significantly between the groups, the standard scoring system being somewhat better than the new system. Discrimination was maintained after adjustments for IQ differences were made. The results suggested that reading retardation may be a symptom of minimal cerebral dysfunction. Tables and references are included.

6912
Mallard, Joseph Rafter. The Relationship of Reading Ability to Rank in High School Class. 126 p. (Ph.D., University of Connecticut, 1967) Dissertation Abstracts, 28, No. 9, 3372-A. Order No. 68-1374, microfilm $3.00, xerography $6.20 from University Microfilms.

The purpose of the study was to determine the relationship of reading ability, as measured by standardized achievement tests at the beginning of the high school program, and academic achievement, as measured by rank in class at graduation from high school. From the records of 761 graduates of four high schools, information concerning reading ability, class rank, sex, school size, and expenditure per pupil was collected. The relationship between reading ability and class rank at graduation was found to be significant at the .001 level of confidence. This relationship was discovered, regardless of sex differences, in small schools as well as in large schools and in schools with high per-pupil expenditure as well as in those with low per-pupil expenditure.

7279
Motto, Joseph J. and Wilkins, Gayle S. "Educational Achievement of Institutionalized Emotionally Disturbed Children," Journal of Educational Research, 61 (January 1968) 218-21.

An analysis of the measured educational achievements of the 48 children comprising the school population of a state mental hospital is presented. Academic achievement was measured with the California Achievement Test, and results were interpreted in terms of chronological and mental ages. Some serial measurement achievement data are presented for children who had been in the educational program for periods varying from less than 1 year to more than 20 months. The results indicated that even when mental age was used as a base for determining achievement expectations, the achievement retardation for all subjects ranged from 7 to 19 months. Tables and references are included.

6939
Namkin, Sidney. The Stability of Achievement Test Scores: A Longitudinal Study of the Reading and Arithmetic Subtests of the Stanford Achievement Test. 222 p. (Ed.D., Rutgers--The State University, 1966) Dissertation Abstracts, 27, No. 2, 328-A. Order No. 66-6913, microfilm $3.00, xerography $10.15 from University Microfilms.

An investigation of pupil growth in reading and arithmetic skills from grades 2 through 8 was conducted to determine the stability of these patterns and to compare the patterns with those obtained from longitudinal studies of intelligence. A retrospective study of Stanford Achievement Test scores in paragraph meaning, word meaning, arithmetic reasoning, and arithmetic computation was undertaken. Subjects were 250 ninth graders whose scores were available for fourth, sixth, seventh, and eighth grades. One subgroup's scores were available for the second grade. Data were obtained for both groups by sex. Correlations, mean scores, standard deviations, and the conversion of grade equivalent scores into K-scores to provide an interval scale were used to analyze the data. When the time interval between any two tests was held constant, test-retest correlations increased with increases in grade level at the time of testing. A fairly stable achievement pattern became more stable at higher grade levels. Beginning with second-grade scores, boys showed lower stability patterns than girls. Further results and implications are included.

3987
Ramsey, Wallace. "An Analysis of Variables Predictive of Reading Growth," Journal of Developmental Reading, 3 (Spring 1960) 158-64.

A study was performed to determine which of 16 variables were predictive of improvement in various reading abilities among 138 eleventh graders in a Missouri high school. The California Test of Mental Maturity, Long Form, the Cooperative English Tests: Reading Comprehension Cl., and the Diagnostic Reading Tests, Word Attack, Silent, Upper Level were administered to students involved in a developmental reading program. The mean percentile for the Missouri group on each test was compared with that of other students on whom the test was standardized. Results indicated no significantly positive relationship between measures of intelligence and gains in the three areas of reading skills measured. Relationships between gains in word attack and gains in reading vocabulary, speed, and comprehension lacked statistical and practical significance. Findings indicated that factors of motivation and interest may level intelligence as a factor in accomplishment so that below-average learners gain in reading ability as much as do fast learners. Also, increase in word ability was not a dependable predictor of growth in other reading skills measured. Findings indicated the need for further exploration of the influence of unfulfilled reading potential upon reading growth. Tentative conclusions based on this study are listed. References are given.

Starr, Fay H. and Pancrazio, Sally. Teacher Evaluation as a Measure of Pupil Performance. 51 p. (CRP-S-330, Southern Illinois University, Edwardsville, 1966) ED 010 187, microfiche $0.25, hard copy $2.65 from EDRS.

Scores from 16 variables were used to assess differences among 194 junior high school boys and girls of four Texas communities who were among more than 1,500 pupils included in the "Texas Human Talent Project." Subjects were classified into "up," "down," or "stable" samples. Classification of 19 boys and 27 girls into the "up" sample required an increase of 2 or more stanines in grade point average (GPA) from the seventh to the ninth grade. Classification of 28 boys and 20 girls into the "down" sample required a decrease in GPA of 2 or more stanines. Each subject classified into the "stable" sample of 50 boys and 50 girls obtained identical grade point averages at the seventh and ninth grades. Scores obtained from the California Achievement Tests in Arithmetic, Reading, and Language indicated that all three samples made significant grade placement gains from the seventh to the ninth grade. The "up" sample did not make gains in proportion to the marked increase in GPA for that sample, and the "down" sample gains for the achievement tests did not reflect the severe GPA loss for that sample. The "stable" sample, with grade placement scores above those for the other two samples at the seventh grade, enjoyed the greatest gains in grade placement.

5305
Strang, Ruth and Rogers, Charlotte. "How Do Students Read a Short Story?" English Journal, 54 (December 1965) 819-23, 829.

Some of the processes which go on in a student's mind when he reads a short story were studied. Seventy eleventh-grade students of low, average, and high ability were given a short story to read, and a comprehensive interview was held with each of them. Two questionnaires were given to the subjects to determine their attitudes toward reading short stories and toward reading in general, their familiarity with short stories and short story writers, and the lasting impression made by the short story in question. The data were analyzed and responses were categorized. The differences between the 14 high-level readers and the 14 low-level readers were computed, and the significance was tested by Fisher's Exact Probability or t test. Findings indicated that introspection is a valuable method of investigating how students read a short story. There were significant differences between the low- and the high-level readers in their ability to understand symbolism, similies, and metaphors, to sense the mood of the story, and to understand the author's viewpoint. A number of responses made to the investigators' questions are included.

6508
Stuart, Irving R. "Perceptual Style and Reading Ability: Implications for an Instructional Approach," Perceptual and Motor Skills, 24 (February 1967) 135-38.

The relationships between reading grade levels and scores on the Wittin's Embedded Figures Test, Short Form, for 40 male and 43 female seventh and eighth graders identified as good or poor readers are reported. Test results indicated a strong positive correlation between field independence and reading grade achievement. On the basis of these findings, identification of individual perceptual styles before initiating reading instruction was recommended. Study limitations are noted. References and data tables are included.

7013
Summers, Joseph William. A Comparison of Some Psycholinguistic Abilities of Educable Mentally Retarded Readers and Non-Readers. 84 p. (Ph.D., University of North Carolina at Chapel Hill, 1966) Dissertation Abstracts, 27, No. 8, 2411-A. Order No. 67-1055, microfilm $3.00, xerography $4.40 from University Microfilms.

The Spache Diagnostic Reading Scales and the Illinois Test of Psycholinguistic Abilities were individually administered to 50 subjects in six public schools. The subjects had been in special education classes for at least 1 year. Twenty-five subjects were classified as readers, and 25 were classified as nonreaders on the basis of their performance in oral reading. The 50 subjects ranged in chronological age from 10-1 to 14-8, in mental age from 5-1 to 9-6, and in IQ from 51 to 76. Analysis of covariance, intercorrelations, and correlations were used to analyze the data. Correlations between oral reading and mental age (MA), IQ, and language age were significant at the .05 level of confidence. The following conclusions were among those drawn from the study. (1) All subjects read below their potential level as measured by listening comprehension. (2) Subjects who scored higher on oral reading scored significantly higher on potential level for reading. (3) Tests of phonics and auditory decoding were better predictors of reading achievement than were MA, IQ, or language age. (4) The ability to learn to read was dependent largely upon the level of cognitive development or symbolic function.

6519
Trela, Thaddeus M. "Comparing Achievement on Tests of General and Critical Reading," Journal of the Reading Specialist, 6 (May 1967) 140-42.

A study was conducted to compare the achievement of 318 ninth graders on tests of general and critical reading ability in an attempt to ascertain the different factors which these tests measure. The Gates Reading Survey: Level of Comprehension and the Stanford Advanced Reading Test: Paragraph Meaning were selected to measure general reading ability. The Iowa Tests of Educational Development: Interpretation of Literary Materials (ITED), the Sequential Tests of Educational Progress: Reading (STEP), and the Watson-Glaser Critical Thinking Appraisal measured critical reading skills. Results showed that most subjects achieved correspondingly on both test types. Five implications were drawn. (1) The ITED, STEP, and Watson-Glaser tests show relationships to general reading comprehension measures which preclude their being considered unique as measures of critical reading. (2) The correspondence of achievement on the Gates, Stanford, ITED, and STEP tests indicates that many of the same reading factors are being measured by each test. (3) Watson-Glaser seems to require abilities not demanded by the others. (4) An evaluation of the high relationship evidenced between the STEP and Gates or Stanford tests and the variance in administration time challenges the justification of the use of STEP in group situations. (5) Results on the Gates and Stanford tests should furnish effective indications of corresponding performance on group administered Watson-Glaser, ITED, and STEP tests. References are listed.

Instructional Factors

6269
Barrilleaux, Louis E. "An Experiment on the Effects of Multiple Library Sources as Compared to the Use of a Basic Textbook in Junior High School Science," *Journal of Experimental Education*, 35 (Spring 1967) 27-35.

A 2-year longitudinal study of the effects of instruction on achievement and learning activities of eighth- and ninth-grade science classes was conducted. Variation for the experimental and control groups was based upon tested ability plus adaptation of basic reading and library-nontext materials. Criterion measures were obtained for pretests and post-tests of accomplishment for both grades. During ninth grade, library behavior was observed and recorded. Data were analyzed for each group for mean gains in critical thinking, scientific attitude, writing in science, and use of the library. Results indicated significant differences in favor of the library-nontext procedure. Increased independence and individual responsibility in locating learning materials was noted as a byproduct of the experiment. Findings implied that more effective use of printed materials should be made at this level of science instruction. References are included.

6795
Farr, Roger Charles. *The Influence of Highly Frustrating Reading Experiences on the Performance of Seventh-Grade Students*. 167 p. (Ed.D., State University of New York at Buffalo, 1967) *Dissertation Abstracts*, 28, No. 5, 1615-A. Order No. 67-13,519, microfilm $3.00, xerography $7.80 from University Microfilms.

The effects of a frustrating reading experience on a subject's subsequent performance and the interaction effects of anxiety level and reading level with the oral reading of highly frustrating selections were studied. Six hundred and fifty seventh-grade subjects were administered the Gates Reading Survey and Sarason's Test Anxiety Scale for Children. Random assignment of frustrating or easy reading selections was based on the results of an informal reading inventory. The coding subtest of the Wechsler Intelligence Scale for Children and a seventh-grade reading selection were used as criteria tests following the treatment level reading selection. No significant differences were found in performance of a task after reading a frustrating selection compared with an easy reading selection. There were no effects from the interaction of anxiety level and reading ability level with treatment reading selections. One is cautioned against concluding that long-term exposure to frustrating reading materials would not be harmful since the study was limited to seventh-grade subjects and the frustration level selections were short (300 words).

3956
Hoyt, Jeanne S. and Blackmore, Dorothy S. "Fifty Seventh Graders: A Comparison of Their Reading Achievement and Expected Achievement in Grades One Through Seven," Journal of Educational Research, 53 (January 1960) 163-71.

The reading achievement and rate of reading progress of a representative group of 50 seventh graders from a middle-class suburban community were evaluated. Intelligence was measured, and, with a set of formulas developed by Horne, mental age and expected achievement were computed. Achievement data from cumulative records from the first through the seventh grades were plotted and the discrepancy between expected and actual achievement scores was noted. Mean scores and deviation scores were used to plot the data in graph form. Boys' actual scores were higher than expected scores until grade 4 and were lower than expected scores through grade 7. Girls' actual scores showed a minus discrepancy beginning with grade 6. In terms of intelligence scores, the lower group showed the first minus deviation in the fifth grade. The higher group showed its first minus deviation in the sixth grade. It was concluded that the decisive cause of the minus deviations was the kind of instruction in the intermediate grades. Examples of instruction in these grades are presented. Recommendations and references are included. Six of 56 graphs are presented.

3878
Morrison, Ida E. and Perry, Ida F. "Spelling and Reading Relationships with Incidence of Retardation and Acceleration," Journal of Educational Research, 52 (February 1959) 222-27.

The relationships between spelling and reading abilities were studied with regard to achievement retardation and acceleration as children progress from grade to grade. The results of spelling and reading tests given to 1,007 children in grades 3 through 8 were analyzed using product-moment correlation. Test results were drawn from a series of California Achievement Tests and California Short-Form Tests of Mental Maturity given over a 4-year period. The trends in spelling retardation and acceleration were compared to trends in reading retardation and acceleration at various grade levels. Approximately 23 percent of the students were retarded in spelling, and 9 percent were accelerated in reading compared to 16 percent who received scores above the 85th percentile on intelligence tests. When the percentages of spelling and reading retardation were compared to expectations for the normal group, the retardation in both areas was larger than expected. The average percentage of children retarded was greater for reading than spelling. In the third grade, the percentages of those retarded in spelling and reading were similar; the differences were greatest in the eighth grade. Retardation in reading was considerably higher than in spelling. Tables and references are included.

Listening Ability

6253
Abrams, Arnold G. "The Relation of Listening and Reading Comprehension to Skill in Message Structuralization," Journal of Communication, 16 (June 1966) 116-25.

It was hypothesized (1) that the ability to recognize the structure of a written message is significantly correlated to listening comprehension, (2) that the ability to structuralize is significantly correlated with reading comprehension, and (3) that listening comprehension correlates significantly with reading comprehension. One hundred students (76 male and 24 female) attending a University of Maryland precollege summer session served as subjects. The American College Test, the Brown-Carlsen Listening Comprehension Test, the Nelson-Denny Reading Test, and the Knower-Goyer Organization Test were administered. Hypotheses one and two were supported, but three was not. References are included.

7073
Beery, Judith Williams. "Matching of Auditory and Visual Stimuli by Average and Retarded Readers," Child Development, 38 (September 1967) 827-33.

Fifteen children of normal intelligence with specific reading disability and an equal number of controls matched for IQ, sex, and age were compared with respect to their performance on three tasks: Birch and Belmont's test of auditory-visual integration, a longer version of the same test, and a third test which employed the same configurations but which interchanged the stimulus and response modalities of the original task. The performance of the dyslexic children was inferior to that of their controls on all three tasks. No differences could be demonstrated in the ability of these tasks to discriminate between the two groups. The findings are discussed in the light of other research dealing with auditory-visual integration and appear to be consistent with the results of the other investigators. References are included.

6311
Cooper, J. Louis. "The Effect of Training in Listening on Reading Achievement," Vistas in Reading. International Reading Association Conference Proceedings, 11, Part 1 (1966) 431-34.

The relationship of training in listening and improved reading achievement was investigated. Under the assumption that reading is a type of mental listening, the experiment was concerned with 223 eighth-grade pupils. Except for specific training in listening for the experimental group, a basic instructional program was followed by all students. Alternate test forms were used to measure progress. Gains for the experimental group were significant for both listening and reading, particularly in growth in paragraph comprehension and overall change in reading accomplishment. References are listed.

5133
Gruber, Leslie and Steer, M. D. "Auditory Perceptual Abilities of Institutionalized Mentally Retarded Children," American Journal of Mental Deficiency, 70 (September 1965) 287-90.

The auditory perceptual abilities of institutionalized mentally retarded children were studied. Thirty-seven children between the ages of 9 and 18, institutionalized at the Fort Wayne State School for Retarded Children and Adults, were used as subjects. All had normal hearing for pure tones, intelligible speech, and a minimum mental age of 5 years. The subjects were divided into two articulatory groups in accordance with their articulation indices calculated by Barker's (1960) procedures, thus forming a high articulation group of 18 subjects and a low articulation group of 19 subjects. Five auditory perceptual tests were administered to each subject: the Peabody Picture Vocabulary Test (PPVT), Templin Speech Sound Discrimination Test, and three tests constructed by the experimenter. All tests except the PPVT were presented to the subjects by means of a tape recorder. Differences in perceptual performance within the various subgroups were analyzed by single classification analysis of covariance procedures. No differences in mean score performance between institutionalized male and female retardates were indicated on any of the perceptual tasks. Other results are discussed. A table and references are included.

4467
Plessas, Gus P. "Reading Abilities of High and Low Auders," Elementary School Journal, 63 (January 1963) 223-26.

The difference that high and low auders show in such reading skills as word recognition, vocabulary, and comprehension was studied. An auder was described as one who perceives and understands ideas presented by spoken words. The California Auding Test and the California Test of Mental Maturity, Short Form, were given to 414 eighth graders. A comparison of the mean scores of high and low auders was made. Boys were reported to achieve higher scores in auding than girls even though the majority of high auders were girls and the majority of low auders were boys. Section IV, Part 2, of the Diagnostic Reading Test, the Gates Reading Survey tests, and the Gates Basic Reading Tests were administered. An analysis of the mean scores is described as showing that the high auders were superior to the low auders on all reading measures. The results suggested that auding is perhaps more closely related to the ability to match sounds than to the ability to divide words into syllables. Comments concerning the interpretation and generalizations of the study are made. References and tables are included.

6488
Schlanger, Bernard B. and Galanowsky, Gloria I. "Auditory Discrimination Tasks Performed by Mentally Retarded and Normal Children," Journal of Speech and Hearing Research, 9 (September 1966) 434-40.

Eighty-five institutionalized, mentally retarded children and 86 normal children were compared on a battery of auditory discrimination tests. Subjects were matched for mental age over the range from 4 years, 6 months to 10 years, 6 months. All had normal hearing and were judged to have intelligible speech. Normal children scored significantly better on all tests given as a total group and in mental age groups. References are listed.

5021
Traxler, Arthur E. "Some Aspects of the Vocabulary of Independent Secondary School Pupils," Educational Records Bulletin, 87 (February 1965) 44-49.

A 59-page report of the 1964 fall independent school testing program by the Educational Records Bureau (ERB) is given. Included in the bulletin are a list of all the schools which are members of ERB, a summary of the results of the 1964 testing program, and 47 tables illustrating these test results. Sixteen standardized achievement, intelligence, and reading tests for grade 1 through college freshman level were available in the 1964 testing program. Three studies resulting from the testing program are described: (1) an analysis of vocabulary of independent secondary school pupils--A. E. Traxler, (2) an examination of the Kuhlmann-Anderson Seventh Edition IQ's as compared with the previously used sixth edition--R. D. North, and (3) a description of the 1963-64 geometry test results of tenth-grade pupils in the ERB Public School Norms Project--R. D. North.

Language Factors

7070
Bashaw, W. L. and Anderson, Harry E., Jr. "Developmental Study of the Meaning of Adverbial Modifiers," Journal of Educational Psychology, 59 (April 1968) 111-18.

The development of the meaning of adverbial modifiers was studied by pair-comparison and ranking methods. The adverbs studied were slightly, somewhat, rather, pretty, unmodified form, quite, decidedly, unusually, very, and extremely. The scaling tasks were administered to subjects in grades 1, 2, 3, 4, 5, 6, 8, 10, 12, and college. Obtained scale values were highly reliable. The degree to which the adverbs were scaled by each group related positively to age-grade classification. Primary-grade subjects identified at least 3 adverb groups, while adults identified about 6 groups. Correlation of scale values of primary-grade subjects with college subjects ranged from .74 to .94. All other groups yielded correlations with college data above .90. Some words were seen to shift in meaning as a function of age-grade group. Results were interpreted in terms of applications to general scaling methodology, measurement methodology with young children, and language development research. Tables and references are included.

7099
Burmeister, Lou E. "Word Analysis--Corrective Reading in the Secondary School," Journal of the Reading Specialist, 7 (March 1968) 100-04.

This study proposed to identify a number of phonics, phonic syllabication, and structural syllabication generalizations which apply with high frequency and high validity to words above the primary level. A 14-level stratified (by frequency) random sample of the Thorndike and Lorge "Teacher's Word Book of 30,000 Words" was examined to determine validity levels of selected phonics and structural analysis generalizations. The generalizations were taught to junior and senior high teachers with little or no experience teaching phonics. They in turn taught the generalizations to a group of eighth- and ninth-grade students who had average intelligence but who were weak in word analysis. Criteria used in selecting the generalizations were (1) the need of the students to be taught, as defined by the author's previous experience and (2) a validity level for generalization of at least 90 percent. A post-test-only control group design was used with intact classes assigned to method at random. Each of 10 teachers had three classes assigned as follows: (1) inductive method, (2) deductive method, and (3) control group. Nine randomly selected disabled readers within each class served as the sample. It was concluded that a small number of phonic and structural analysis generalizations can be successfully isolated and taught to children. References are included.

6310
Cooper, J. C., Jr. and Gaeth, J. H. "Interactions of Modality with Age and with Meaningfulness in Verbal Learning," Journal of Educational Psychology, 58 (February 1967) 41-44.

Data on 932 students of the Detroit Public School System were collected to determine the interactions of modality with age and with meaningfulness in verbal learning. A three-factor experimental design was employed. Grades 4, 5, 6, 10, and 12 were represented. Two levels of meaningfulness--consonant-vowel-consonant trigrams and three-letter nouns--and two types of presentation, visual and auditory, were used. Visual materials were presented by a slide-projector, and auditory materials were presented by a dual-channel tape recorder. The recall modification of a paired-associate paradigm was used. Materials, grades, and modalities were significant at the .01 level. Two interactions, Modality x Material and Grade x Modality, were significant at the .05 level. One unexpected finding was the source of the interaction between Grade Level x Modality rather than its statistical significance. A table, graph, and reference list are included. The study concluded that visually presented noun materials provide superior performance in the fourth, fifth, and sixth grades and inferior results in the tenth and twelfth grades.

6333
Emans, Robert and Fisher, Gladys Mary. "Teaching the Use of Context Clues," Elementary English, 44 (March 1967) 243-46.

The use of context clues as a device for word recognition was studied. Six exercises, using revisions of the Gates Reading Survey Test, were developed for use with 781 pupils in grades 3 to 10. The relative difficulty of six different clues--multichoice of omitted words, initial and final letter, the beginning letter, omitted vowels, omitted complete words, and no clue--was determined and related to the subjects' sex, IQ, and achievement. Findings were significant for all six forms. Evidently, the more clues a reader has, the easier the unlocking of unfamiliar words. Context clues plus other word attack techniques appeared necessary for appropriate response. Data showed that readers use similar clues in unlocking words regardless of sex, intelligence, comprehension, vocabulary, or grade level. It was concluded that easy to difficult exercises were practical for teaching context clues in the classroom. References are given.

5118
Flower, Richard M.; Viehweg, Richard; and Ruzicka, William R. "The Communicative Disorders of Children with Kernicteric Athetosis: II. Problems in Language Comprehension and Use," Journal of Speech and Hearing Disorders, 31 (February 1966) 60-68.

A study to identify any differences in language function that would be peculiar to a group of kernicteric-athetoid children was conducted. Tests measuring various aspects of verbal functions were administered to three groups of children: those with kernicteric athetosis and hearing impairments, those with athetosis and normal hearing, and a group with hearing impairments but no other evidence of central nervous system disorders. All children were between 8 and 18 years of age. A checklist completed by parents supplied information about language understanding and communication. The slowest development of intelligible speech was ascribed to the normal-hearing athetoid children; the kernicteric-athetoid children were probably somewhat slower in speech development than children of the other hearing-impaired group. The children were tested in the following areas: vocabulary, verbal reasoning, verbal learning, and reading. Variability in the children's test scores was studied. The tests used and the findings are presented. With the tests used, no differences in language function peculiar to a group of kernicteric-athetoid children could be observed consistently. The report includes a brief review of other pertinent literature, a discussion, and references.

7162
Fukuzawa, S. "Developmental Study on the Factors of the Difficulty in Reading 'Kanji' (Ideographs in Japan)," Science of Reading, 11 (March 1968) 16-21.

The difficult developmental factors in reading "Kanji," Japanese ideographs, were determined by instructing 396 third, fifth, and seventh graders in Ashikaga to read 40 "Kanji." Three factors--the complexity of the character, the frequency with which it appears in books, and its ideomatic meaning--figured in each of eight conditions used in selecting the "Kanji." Although the difficulty factors noted were the same for each grade tested, the percentage of subjects who were able to read them increased with each grade. The most difficult factor for the students was the familiarity of the word meaning, but the frequency with which the "Kanji" appear in books also proved to be a difficult factor. The complexity of the characters did not relate to the difficulty students had in reading them. The report, which is to be continued, is in Japanese and includes tables and figures.

Graham, Robert J. The Impact of PL 89-10 Title I Activities on the Reading Competence of Elementary and Secondary School Learners. 119 p. (OEC-6-99-162, Pennsylvania State University, University Park, 1968) ED 020 862, microfiche $0.50, hard copy $6.05 from EDRS.

Much language arts teaching is based on the assumption that words are natural units of language and that printed words have one-to-one correspondences with words in speech. The outcome of this assumption is to emphasize the development of the child's sight vocabulary and word perception, especially in relation to the teaching of reading. Instead of regarding words and morphemes as useful constructs for dividing longer units of language into segmental units, these longer units are considered accumulations of words or morphemes. Educated people usually impose the characteristics of written words on oral language, forgetting that phonemic, morphemic, syntactical, graphemic, and morphological structures do not have perfect correspondence among them. The word is a unit of written symbolism, but children speak in language. A list of five words is not comparable to a five-word sentence. Less word-centeredness in reading materials and reading instruction should be attempted, and children should be helped to see phrases as subdivisions of sentences.

6371
Hunt, Kellogg W. "Recent Measures in Syntactic Development," Elementary English, 43 (November 1966) 732-39.

The findings of a syntactic analysis of compositions written by fourth-, eighth-, and twelfth-grade pupils are reported. The developmental trend in subordinate clause index progressed from 1.3 for fourth graders to 1.7 for superior adults. The three kinds of subordinate clauses--noun, movable adverb, and adjective--increased with maturity, but not equally. Older students reduced more clauses to subordinate clauses and included more words in the clauses. It is recommended that clause consolidation be studied in the language arts program. The use of minimal terminable units (T-units) as indexes of sentence maturity is discussed. References are included.

Hunt, Kellogg W. Sentence Structure Used by Superior Students in Grades Four and Twelve, and by Superior Adults. 90 p. (CRP-5-0313, Florida State University, Tallahassee, 1966) ED 010 047, microfiche $0.50, hard copy $4.60 from EDRS.

Sentence structures were searched for quantitative measures that are significant indicators of chronological and mental maturity in school children. Comparisons were made of compositions written by students of superior IQ at the same grade levels. This part of the project had two objectives: (1) to see whether superior students near the beginning of their writing careers are already measurably ahead of the average students in syntactic maturity, and if so in what respects, and (2) to determine whether superior students near the end of their public school training are further ahead of their average counterparts. Another comparative exercise was conducted between the syntactic written structures of superior and average twelfth graders and those of skilled adults published in Harpers and Atlantic magazines. This second project task was conducted to determine whether twelfth graders (at least superior ones) had already attained full syntactic maturity or whether, instead, skilled adult writers were ahead of them, and if so, in what respects. In general, the results of the study showed definite developmental tendencies occurring between grades 4 and 12 and carrying even further in the work of skilled adults. Thus, the measures employed were deemed sufficiently sensitive to detect mental, as well as chronological, maturity.

6391
Kingston, Albert J., Ed. "Research for the Classroom: Using Context to Determine Meanings in High School and College," by Lawrence E. Hafner. Journal of Reading, 10 (April 1967) 491-96.

Studies pertaining to the use of context, methods of instruction which promote context use, and factors related to this ability indicated the following information. The ability to construct word meanings from context involves seeing relationships and inferring and paraphrasing meanings. The ability to use context is related to reading achievement, intelligence, and personality factors. Direct instruction can rectify weaknesses in context use if teachers remain cognizant of the motivational, personality, and educational factors which influence achievement. Specific procedures for teaching context use are available from several sources, and additional heuristics relate to the reader's development of a more effective approach to context. A carefully devised explanatory context results in more effective communication. A bibliography is included.

4924
Livingston, Howard. "An Investigation of the Effect of Instruction in General Semantics on Critical Reading Ability," California Journal of Educational Research, 16 (March 1965) 93-96.

The results of a study of the effects of lessons in general semantics on the critical reading competence of secondary school students are presented. For the study, six tenth-grade classes from three public secondary schools in New York state were used. The students were of middle socioeconomic status. An experimental group consisted of three tenth-grade English classes from three different schools who were taught general semantics by three different English teachers. These English teachers also taught a similar English class in the control group which did not receive instruction in general semantics. Although there was no prescribed methodology, required textbooks (Language in Thought and Action, S. I. Hayakawa; Language Habits in Human Affairs, Irving Lee; and Words and What They Can Do, C. Minteer) were used. To measure critical reading ability, the Watson-Glaser Critical Thinking Appraisal was utilized. The experimental group made significantly greater gain. Tables and explanations of statistical methods used are given.

4926
Louthan, Vincent. "Some Systematic Grammatical Deletions and Their Effects on Reading Comprehension," English Journal, 54 (April 1965) 295-99.

A study was made of the effects on reading comprehension of deleting certain grammatical classes of words from passages. Twenty-four prose passages of 500 to 600 words each were prepared in seven cloze forms. The grammatical deletion classes were random, nouns, verbs, modifiers, prepositions, noun determiners, and pronouns. There was one intact passage which served as a control. Twelve comprehension questions followed each passage. The subjects were 236 seventh graders in an upstate New York suburban school. Each was given six experimental exercises of one type. A t test of the difference between means revealed that scores on tests following random deletions were significantly lower than those following deletion of noun determiners, prepositions and conjunctions, and pronouns. Scores of tests following deletion of nouns, specific verbs, specific modifiers, and random deletions did not differ significantly. Scores representing all four kinds of deletions were lower than those of noun determiners, prepositions and conjunctions, and pronouns. Explanations are given for the gain in comprehension when noun determiners were deleted.

4298
O'Donnell, Roy. "Awareness of Grammatical Structure and Reading Comprehension," High School Journal, 45 (February 1962) 184-88.

The relationship between an awareness of grammatical structure and ability in reading comprehension was studied. A list of basic structural relationships was compiled from textbooks using the structural linguistics approach to English grammar. A test using nonsense words arranged in normal English word order was constructed to measure ability to recognize the basic structural relationships of words in English sentences. This structure test, the Cooperative Test C1: Reading Comprehension, and the Iowa Grammar Information Test were given to 101 high school seniors in the spring of 1960. The scores were submitted to statistical treatment, and correlation coefficients were obtained. A comparison of the obtained correlation coefficients seemed to indicate that the degree of relationship between awareness of structure and reading ability is slightly lower than that between knowledge of traditional grammar and reading ability. References are included.

6451
Olson, Jack R. "A Factor Analytic Study of the Relation Between the Speed of Visual Perception and the Language Abilities of Deaf Adolescents," Journal of Speech and Hearing, 10 (June 1967) 354-60.

Thirty-nine deaf subjects aged 12 to 16 years from two state residential schools for the deaf were administered five visual perceptual test measures (22 scores) and three language measures (10 scores) to determine whether the skills of visual perception were related to language acquisition. The data were converted to a correlation matrix, and a factor analysis was performed. The correlation coefficients and the 10 factors extracted from this matrix showed that the measures of visual perception and the language tasks used in this investigation were positively related. References are listed.

6458
Pick, Anne D.; Thomas, Margaret L.; and Pick, Herbert L, Jr. "The Role of Grapheme-Phoneme Correspondences in the Perception of Braille," *Journal of Verbal Learning and Verbal Behavior*, 5 (June 1966) 298-300.

The function of grapheme-phoneme correspondences in the perception of Braille was investigated by presenting 26 Braille readers aged 9 to 12 with pseudowords which followed the rules of spelling-sound correspondence (pronounceable) and pseudowords which did not (unpronounceable) and by measuring the speed with which the two types of pseudowords were read. The subjects spent more time reading the unpronounceable pseudowords than reading the pronounceable ones. Results suggested that grapheme-phoneme correspondences function as grouping principles in the perception of Braille in the same manner demonstrated for the perception of print by sighted subjects. References are listed.

6959
Reed, Estella E. *An Investigation of the Relative Effect of the Study of Syntax and Paragraph Structure on Reading Comprehension of Monolingual and Bilingual Pupils in Grade Seven*. 144 p. (Ed.D., Indiana University, 1966) *Dissertation Abstracts*, 27, No. 6, 1721-A. Order No. 66-12,678, microfilm $3.00, xerography $6.80 from University Microfilms.

The effect of the study of syntax and paragraph structure on the reading comprehension of monolingual and bilingual pupils in grade 7 was studied. For 15 weeks, an experimental group of 84 students was given a series of 30 reading lessons in their regular English classes. Study sheets stressing syntactical units in sentence and/or paragraph structure as an aid to literal comprehension were used. Extended practice in reading was given through library guidance and Gates-Pearson Practice Exercises in Reading. The control group (83 students) was not given a definite program of reading instruction. The Paragraph Comprehension subtest of the Nelson Reading Test, Grades 3-9, was used to measure achievement. The findings revealed that the experimental group was significantly superior to the control group in gain score on the Paragraph Comprehension Test. There was no significant difference in achievement between monolingual pupils in the experimental group and monolingual pupils in the control group, but the achievement of the bilingual pupils in the experimental group was significantly higher than the achievement of the bilingual students in the control group. Although the 30 reading lessons helped all students in the experimental group, it was suggested that the greatest value of the study might lie in its contribution to teaching methodology for use with bilingual junior high school pupils.

6966
Roberts, Dennis Michael. *The Relationship Between Certain Structure of the Intellect Factors and Vocabulary Learning at Different Stages of Practice*. 153 p. (Ed.D., Florida State University, 1967) *Dissertation*

Abstracts, 28, No. 7, 2566-A. Order No. 68-377, microfilm $3.00, xerography $7.20 from University Microfilms.

The relationship between certain ability variables hypothesized to be important in vocabulary learning and criterion measures taken at different stages of practice was studied. The phenomenon of "learning how to learn" was studied also. Two forms of vocabulary learning materials were developed: (1) word meanings taught through the use of synonyms (SYN method) and (2) word meanings taught through the use of dictionary definitions (DEF method). Sixty difficult vocabulary words were selected and randomly distributed to 15 different word sets. The subjects, tenth-grade English students in advanced, average, or below-average classes, received one type of material, one set per day for 10 days. They were switched to the other type of materials for 3 days and returned to the original type for the final 2 days of the study. The subjects were given a battery of eight tests from Guilford's structure of the intellect model. In the SYN group, correlation between ability tests and criterion achievement and time scores showed significant decreasing trends over stages of practice. In the DEF group, no significant trends were found between ability and achievement. Correlations between ability measures and time indicated trends similar to those of the SYN group. Evidences of the "learning how to learn" phenomenon were found in the SYN group where subjects progressively improved on the achievement test and took less time doing it. The SYN group showed significantly better performance when switched to the DEF materials than did the DEF group when switched.

6967
Robinson, Joanne Adley. The Development of Certain Pronunciation Skills in the Case of Suffixed Words. 185 p. (Ed.D., Harvard University, 1967) Dissertation Abstracts, 28, No. 10, 4009-A. Order No. 67-14,243, microfilm $3.00, xerography $8.40 from University Microfilms.

The development, from grade 3 to adulthood, of the ability to form suffixed words and of the ability to pronounce these words with correct syllabic stress was investigated. A series of pseudowords and actual English words suffixed with "tion" or "ity" were presented to the subjects. One-half of these words required a shift of syllabic stress; one-half did not. Results indicated (1) that there were regular developmental progressions in the abilities measured, (2) that subjects handled actual words better than pseudowords, and (3) that there was an interaction between the ability to handle syllabic stress shift and the particular suffix involved. It was concluded that, to a large extent, particular words and their pronunciations are learned as individual items rather than as exemplars of stress shift and suffix formation rules.

7329
Rothkopf, Ernst Z. "Textual Constraint as Function of Repeated Inspection," Journal of Educational Psychology, 59 (n.m. 1968) 20-25.

A study was conducted to determine changes in textual constraint that resulted from practice exposures when the confounding effects of intermittent testing had been eliminated. A total of 155 college and high school students were exposed to one of two experimental passages either 0, 1, 2, or 4 times. After the completion of the required number of self-paced inspections, learning (textual constraint) was measured by the completion method (cloze procedure). Repeated exposure was accompanied by declines in both practice-text and completion-test inspection times. Proportion of correct fill-in responses was found to be an increasing, negatively accelerated function of the number of practice exposures. The data were consistent with the view that repeated, massed exposures resulted in progressive modification or extinction of inspection (mathemagenic) behavior. The completion procedure appears to be a simple, quantitative method for estimating what is learned from written discourse. Graphs and references are included.

3569
Strom, Ingrid M. "Does Knowledge of Grammar Improve Reading?" English Journal, 45 (March 1956) 129-33.

The relationship between the ability to read material of an informative nature and the ability to analyze the syntax and grammar of the sentences read was studied. Fifteen sophomore classes throughout the United States in private, public, and experimental schools were tested, and data on intelligence, socioeconomic status, sex, and knowledge of vocabulary were obtained. A test battery was devised to measure comprehension, knowledge of vocabulary, and understanding of syntax and grammar. Results indicated little relationship between pupils' comprehension of 10 selected passages and their knowledge of syntax and grammar. Intercorrelations of student performances were computed separately for the public and private schools. Between reading and grammar, the correlations were .57 for the public schools and .39 for the private schools. The public school pupils were placed in four socioeconomic groups and correlations were computed. The coefficients of correlation were all statistically significant at the 1 percent level for the pupils in all four categories. When the effect of intelligence was removed, significant differences were found in grammar and syntax for all types of schools except public schools drawing pupils from upper socioeconomic families. References are included.

6553
Winkley, Carol K. "Which Accent Generalizations Are Worth Teaching?" The Reading Teacher, 20 (December 1966) 219-24, 253.

The relative merits of each of 18 accent generalizations proposed by Gray were assessed in two ways. First, a word count was used to determine the percentage of multisyllabic words complying with each generalization and the percentage of words which were exceptions to each principle. Second, an attempt was made to determine the relative usefulness of each generalization to children faced with the actual task of identifying unfamiliar words of more than one syllable. The subjects of this second part of this study were 409 pupils in grades 4, 6, and 8. It was found that 12 generalizations were worth teaching to children. This list was shortened and simplified to yield the following: (1) when there is no other clue in a two-syllable word, the accent is usually on the first syllable, (2) in inflected or derived forms of words, the primary accent usually falls on or within the root word, (3) if de-, re-, be-, ex-, in-, or a- is the first syllable in a word, it is usually unaccented, (4) two vowel letters together in the last syllable of a word may be a clue to an accented final syllable, (5) when there are two like consonant letters within a word, the syllable before the double consonants is usually accented, (6) the primary accent usually occurs on the syllable before the suffixes -ion, -ity, -ic, -ical, -ian, -ial, or -ious, and on the second syllable before the suffix -ate, (7) in words of three or more syllables, one of the first two syllables is usually accented.

7422
Woodward, Helen M. E. "A Nonsense Test of Structural Meaning," Journal of Verbal Learning and Verbal Behavior, 7 (February 1968) 31-32.

A paper and pencil nonsense-word test to measure responses to language structure was devised and administered to groups of normal hearing and deaf children 13 to 15 years old. They were also given tests of vocabulary and paragraph comprehension. This was an attempt to explore the validity and feasibility of using nonsense tests to measure response to linguistic structure. The test, in which lexical clues to meaning were eliminated by the nonsense words, consisted of sentences and short sentence sequences to which the subjects were required to give a variety of responses. The test was designed to explore relations between normally hearing and deaf children's responses to structural clues to meaning and their reading ability. Results supported the position that such tests could be a useful tool in establishing norms and tracing patterns in normal and abnormal language development. Sections of the nonsense test correlated as highly with paragraph comprehension as did the vocabulary test for both groups. References are included.

Physical Factors

6265
Bakker, Dirk J. "Sensory Dominance in Normal and Backward Readers," Perceptual and Motor Skills, 23 (December 1966) 1055-58.

The lack of dominance of the visual over the kinaesthetic sensory system as a cause of reading disability was studied. Subjects were 32 children, 10 normal and 22 characterized as dyslectics (10 nonresistant backward readers and 12 resistant backward readers). Visual and kinaesthetic-difference thresholds tested more similar in backward than in normal readers. Apparently, dyslectics differed from normal readers not so much by greater kinaesthetic as by lower visual sensitivity. The existence of a smaller visual dominance in dyslectics may be responsible for kinaesthetic interference in the visual information process in reading. No significant differences in sensory dominance between nonresistant and resistant backward readers were noted. References are listed.

5073
Capobianco, R. J. "Ocular-Manual Laterality and Reading in Adolescent Mental Retardates," American Journal of Mental Deficiency, 70 (March 1966) 781-85.

The effect of patterns of laterality upon the performance of adolescent mentally retarded subjects on selected reading tests was studied. Subjects were 20 female and 38 male students enrolled in a full-day school program. The IQ range was 44 to 89, and the chronological age range in months was from 153 to 200. Complete nonreaders and those suffering severe visual and/or auditory impairment were eliminated. The Wide Range Achievement Test (WRA) and laterality tests were administered as well as a 4-part reading test followed by a vocabulary measure. For the latter measure, two scores were derived. Chi square, means, t tests, and standard deviations were used to analyze the data. Male subjects were classified as established preference patterns (EST) by a 2-to-1 margin. Forty-one percent of the sample had nonestablished preference patterns (NEST). The NEST group scored one-half grade higher than the established hand and eye (EST) group on the WRA. The NEST group was superior on the mirror-image and traditional tests. Handedness and eyedness seem to bear no relation to reading achievement. References and tables are included.

6293
Capobianco, R. J. "Ocular-Manual Laterality and Reading Achievement in Children with Special Learning Disabilities," American Educational Research Journal, 4 (March 1967) 133-38.

The relation between laterality patterns and reading disability in an experimental clinic population was studied. Subjects were 40 males and six females ranging in age from 7-7 to 16-7 years and in IQ from 61 to 130. Conventional diagnostic tests were employed for handedness, eyedness, and word recognition. A vocabulary test was used as a base line. Statistical analysis for the nonestablished patterns group when compared with the established group showed no relationship between laterality and reading performance. The nonestablished groups surpassed the established groups in the time variable with no loss in accuracy. Results indicated that the value of determining lateral preferences in a diagnostic program for reading disability was doubtful. References are listed.

6324
Douglas, J. W. B.; Ross, J. M.; and Cooper, J. E. "The Relationship Between Handedness, Attainment, and Adjustment in a National Sample of School Children," Educational Research, 9 (June 1967) 223-32.

A national random sampling of children 8, 11, and 15 years of age served as subjects in this assessment of the extent of association between lateral preferences and learning and behavior problems. Tests of verbal and nonverbal intelligence, reading, and arithmetic, as well as laterality tests served as measures of ability and accomplishment. For pupils of normal intelligence range, there was no evidence that laterality of hand or eye related to performance in tests of ability and attainment, emotional development, or to speech disorders. Minor differences in hand usage were accounted for by social class differences. References are listed.

MacLean, George and Kear, Edward. The Collection and Statistical Evaluation of Quantitative Data for Hand-Eye Coordination with Respect to Determining Its Correlation with Reading Disability at Both the Primary and Secondary School Levels. 36 p. (OEC-1-6-068324-0653, Clarkson College of Technology, Potsdam, New York, 1967) ED 020 861, microfiche $0.25, hard copy $1.90 from EDRS.

The possibility of a correlation between hand-eye coordination and reading disability was investigated. Children from grades 2 to 12 were tested to determine their hand-eye coordination using a portable testing device for quantitative measure recently developed. The subjects included approximately 1,700 normal public school students and 290 students diagnosed as poor readers by reading clinics. The subject's reading ability was determined through the use of the standardized reading tests administered by school personnel. Statistical analysis of the data, after it was normalized for the effect of age, indicated no correlation between hand-eye coordination and reading disability above the second-grade level. However, since this was the youngest group tested, more work must be done in the younger age range before any conclusions can be reached. References are listed, and 6 appendixes of detailed data analysis are included.

6471
Rengstorff, Roy H. "The Types and Incidence of Hand-Eye Preference and Its Relationship with Certain Reading Abilities," American Journal of Optometry and Archives of American Academy of Optometry, 44 (April 1967) 233-38.

A study was conducted (1) to investigate the incidence of different types of hand-eye preference and (2) to determine what relationship existed between types of preference and reading speed and comprehension. Subjects (5,546) from six population samples were tested for hand-eye preference. The samples were drawn from clinic patients, Army officers, cadets, military recruits, and clinic files. The most common type of hand-eye preference was right hand/right eye (62 percent). The most common type of mixed preference was right hand/left eye (29 percent). Unilateral preference consisted of 66.4 percent of the total sample. Two experiments were conducted which were related to the second purpose of the study. In the first, 78 Army officers were administered the Cooperative English Test. Subjects with unilateral preference had higher mean scores on the test. Clinic patients served as subjects in the second experiment. They were asked to describe their reading ability as slow, fast, or average. The percentage describing their reading as average was the same for both the unilateral and mixed preference groups. A discussion of the results is included.

7330
Rutter, M., et al. "Severe Reading Retardation: Its Relationship to Maladjustment, Epilepsy, and Neurological Disorders," What Is Special Education? Proceedings of the First International Congress of the Association for Special Education, 1 (1966) 25-28.

A total population study, involving approximately 2,300 children born on the Isle of Wight from September 1953 to August 1955, was designed to provide information for use in planning educational services and for identifying conditions associated with reading backwardness. First the total population was screened, then 9 to 12-year-old children who might be expected to have conditions of interest to the researchers were studied. On the basis of test results, it was found that 86 children were severely retarded in reading; 126 children were maladjusted or possessed some psychiatric disorder, and 62 children were afflicted with epilepsy or some neurological disorder. A total of 10.3 percent of the children studied had at least one of the conditions stated. Of these, only 22 of the 86 were receiving reading instruction; 17 of the 92 were receiving needed psychiatric treatment. It is suggested that further research be done to follow the course of reading disability and to investigate responses to various remedial treatments. A bibliography and tables of results are included.

7350
Shearer, E. "Physical Skills and Reading Backwardness," *Educational Research*, 10 (June 1968) 197-206.

Physical skills related to symptoms of specific dyslexia were studied in an unselected population of British school children. The aim of the study was to establish norms for these skills and to compare incidences of these skill deficiencies with incidences of reading retardation. A total of 225 children, aged 7 to 10, were given tests for handedness, right-left discrimination, and finger localization. Results indicated that nonretarded readers did better than retarded readers on all tests and that muscular skills were positively correlated with IQ and with age. Although no clear-cut correlation could be found to exist between specific physical skills and reading difficulty, there were more retarded readers in specific and combined skill deficiency categories than nonretarded readers. No conclusions were reached as to whether or not these physical skill deficiency combinations constituted what is called specific dyslexia. A bibliography and tables of results are included.

4327
Staiger, Ralph C. "Medicine for Reading Improvement," *Journal of Developmental Reading*, 5 (Autumn 1961) 48-51.

A controlled study of the effects of deavol in retarded readers in regular school situations was conducted. Sixty pairs of retarded readers, matched for age, reading test score, and intelligence level participated. Twenty-five pairs were in the fourth and fifth grades, 13 pairs were in junior high school and 22 pairs were college sophomores. Reading retardation and gain were measured by the Gates Reading Survey. Perceptual speed was measured by the Clerical Speed and Accuracy subtest of the Differential Aptitude Test Battery. Subjects were classified as slightly retarded and considerably retarded readers on the basis of the total reading test scores. The deavol used was administered under supervision of the family physician in two 75-milligram doses per day for 8 weeks, with parents of school age children accepting responsibility for administration, and the college clinic providing dosage for college students. Test scores before and after medication were compared by an analysis of variance technique. No significant differences in reading performance between the deavol and the placebo groups were noted in any category of students. Conclusions are discussed. References are given.

Programs of Reading Instruction

- Surveys of Reading Programs
- Programs of Reading in the Content Areas
- Organizational Patterns
- Programs for the Handicapped Reader
- Programs for the Able Student
- Programs for Miscellaneous Students
- Evaluating Programs

Surveys of Reading Programs

4037
Baughman, M. Dale. "Special Reading Instruction in Illinois Junior High Schools," *National Association of Secondary School Principals Bulletin*, 44 (November 1960) 90-95.

Developmental, remedial, and corrective reading instruction in 133 Illinois junior high schools was surveyed. Data gathered by questionnaires revealed that few schools in the sample had well-established programs of long tenure. Slightly more than one-third of Illinois junior high schools had a teacher with special training in remedial or developmental reading. The major findings are described; conclusions based on data from a 50 percent sample of junior high schools in Illinois are listed. Tables and references are given.

Burnett, Richard W. "Reading in the Secondary School: Issues and Innovations," *Journal of Reading*, 9 (April 1966) 322-28.

A major controversy in secondary-level reading education as to whether developmental and remedial reading instruction should extend into those grades was pointed out. Only limited progress in making reading an integral part of the curriculum was noted for the past 25 years, but the concern which developed for secondary developmental reading programs that involve all members of the faculty in a cooperative effort presented the problem of helping content teachers develop reading instruction skills. Teacher preparation that was lecture and textbook centered, that emphasized subject content at the cost of related methods, and that afforded little specialized training in reading instruction was cited as a cause for delay. Furthermore, such a background tended to "harden" a teacher's attitude toward inservice training, especially when it was directed by a reading specialist who did not stress skills particularly related to the teacher's area. It was contended that an oversell of reading machines and laboratories led administrators to make the lab the total program and the reading specialist a machine operator. The role of such innovations as the use of television in reading instruction and of programed materials, however, still needed more researching. The advent of paperbacks was lauded for providing flexibility and for freeing schools from rigid adherence to textbooks. References are included.

6750
Cadelina, Georgina Benitez. *Recommendations and Suggestions for Developmental Reading Programs for Quezon City High Schools, Quezon City, Philippines*. 230 p. (Ed.D., Indiana University, 1964) *Dissertation Abstracts*, 28, No. 2, 532-A. Order No. 65-385, microfilm $3.00, xerography $10.35 from University Microfilms.

Purposes of the study were to determine current practices in teaching secondary reading and to present basic recommendations for the establishment of a structured, developmental secondary reading program. A literature review of successful junior high developmental reading programs revealed these characteristics of successful reading programs: (1) the administration of reading surveys, (2) the grouping of students for instruction, (3) the selection and utilization of specific materials and methods, (4) the determination of program content, and (5) the staffing of the program. Findings of a local survey indicated that the English teachers were responsible for reading instruction. Two programs were proposed and described--one for college preparatory and one for vocational curriculum students.

4583
Cawelti, Gordon L. "Reading Improvement Programs in Selected Midwestern High Schools," The Reading Teacher, 17 (September 1963) 36-37.

A survey was made of ability grouping programs in 42 midwestern high schools. The nature of reading improvement programs was determined through interviews with school principals or faculty members. Twenty-seven schools had reading improvement instruction in addition to the incidental reading taught in the regular classroom. The reading programs in these schools are described, with attention paid to the types of programs, duration of instruction, and types of reading instruments used. Lack of trained personnel was cited by many administrators as a handicap in improving existing reading programs. A summary of the findings is included.

7135
Department of Education and Science (British Government). Progress in Reading 1948-1964. Education Pamphlet No. 50. (London: Her Majesty's Stationery Office, 1966) 18 p.

Results of reading comprehension tests given in 1948, 1952, 1961, and 1964 to English 11- and 15-year-olds were compared. All surveys used the Watts-Vernon Comprehension Test. The unpublished test consists of 35 progressively more difficult multiple-choice questions and has a 10-minute time limit. The test proved to be slightly biased, but consistently so in favor of boys. Data from the various types of schools surveyed are compared in tabular and graphic forms. Comparisons between secondary modern schools, schools in social-problem areas, and schools in the slums are made. The validity of the comprehension test is discussed, and sampling techniques used in the surveys are detailed. It is concluded that steady progress has been made in improvement of British reading standards from 1948 to 1964.

7138
Donald, Sister Mary. "The SQ3R Method in Grade Seven," Journal of Reading, 11 (October 1967) 33-35, 43.

The effect of using the SQ3R method of study to increase reading and social studies achievement in grade 7 was investigated. The experimental and control groups of 31 subjects each were equated on the basis of MA, IQ, reading, geography, and history scores from the Coordinated Scales of Attainment. The SQ3R method was used in teaching social studies to the experimental group. The control group followed the traditional method of teaching assignments and pupil study. The same definite time for teaching and study was arranged each day. The same curriculum and reference books were used by both groups. At the end of the year, an alternate form of the Coordinated Scales of Attainment was administered. A teacher-constructed test, previously validated, was given in January and May. No statistically significant differences between control and experimental groups were noted on the standardized scores. The teacher-made test results showed statistically significant differences in favor of the experimental group. References are included.

7144
Dummett, Marjorie and Urbas, Raymond. "An Evaluation of Developmental Reading at West Bend High School," College and Adult Reading. Yearbook of the North Central Reading Association, 2 (1963) 111-29.

The English Department at this Wisconsin high school wished to secure data on the effectiveness of its new Developmental Reading Laboratory. The first experiment toward this end dealt with the extent of gain in reading speed and comprehension by the 132 subjects. The correlated pairs approach was used, with one group (experimental) receiving special laboratory training designed to increase reading skills and the other group (control) receiving training in reading content. After 1 semester of training, the experimental group had gained 188 words per minute more than the control group. There were almost identical gains in comprehension between the groups. The control group was then given laboratory training, and results showed they had gained approximately 235 words per minute in speed over their original testing. The original experimental group was tested 4 months later and was found to have retained 69 percent of the reading speed skills with the comprehension factor rising slightly. References are included.

7146
Ellehammer, Mogens F. "Assessing Progress in Reading in Denmark," Reading Instruction: An International Forum, 292-97. (Newark, Delaware: International Reading Association, 1966.)

Tests of auditory span were administered to 21 retarded readers and to 220 normal Danish children between the ages of 10.5 and 13.5 years to determine if there is a connection between poor reading and a badly developed auditory span. The tests showed that the normal children had higher average scores than the retarded readers when asked to reproduce rows of numerals and of syllables, to recognize words visually similar to a given model, to recite a list of words, and to orally read two 100-word stories. This investigation showed that students with the smallest auditory span are deficient readers and that teachers should be made aware of the relationship between auditory and visual handicaps and reading ability. Tables and references are included.

4407
Geake, R. Robert. "Michigan High Schools Stress Special Reading Programs," Michigan Education Journal, 39 (November 1961) 262-63.

Donald E. P. Smith's 1956 mail survey of special instructional arrangements for the teaching of reading in Michigan's public high schools was repeated. A specially designed questionnaire was sent to the same 128 schools selected on a systematic sample basis by Dr. Smith. The survey showed that overall interest in special reading programs for Michigan's high schools is increasing. There seems to be an increase in number and scope of special services in schools under 500, but a decrease in number of programs in the largest schools. Principal reasons for not offering special programs are lack of trained teachers, lack of physical facilities, and lack of funds, in that order. Rapid reading classes are rated highest on a satisfaction scale. Data are summarized in table form.

7166
Gelzer, Austin and Santore, Nicholas. "A Comparison of Various Reading Improvement Approaches," Journal of Educational Research, 61 (February 1968) 267-72.

The hypothesis that paced training involving left-to-right control will produce improvements in reading rate, comprehension, and performance skills superior to those produced with pacing only was tested on 159 ninth graders. Each of five groups, matched on intelligence and reading ability, used one of the following methods of instruction for two 6-week sessions: the Controlled Reader, with and without the left-to-right guided slot; the Shadowscope; the Rateometer, and timed reading. Results on the Diagnostic Reading Test showed significant gains in rate and comprehension by all groups. But the group using the guided Controlled Reader showed the greatest retention of rate gain, and they were the only group to show a rate increase after the end of the course. The Controlled Reader apparently produced a different type of performance skill, which accounts for its high retention. References are included.

Gray, William S. "Nature and Scope of a Sound Reading Program," Reading in the High School and College. Yearbook of the National Society for the Study of Education, 47, Chapter 2 (1948) 46-68.

Recognizing that a good reading program is dictated by a school's and its students' needs, it was noted that a sound program frequently includes (1) testing to determine the attainments and needs of students, (2) remedial training, (3) guidance by content teachers in their areas, and (4) all-school programs. In only 1 out of 10 surveyed schools were the latter operating with the full cooperation of the entire staff. Examples of several successful programs were detailed: (1) the State Street Junior High School in Hackensack, New Jersey, where content teachers cooperated in a limited program; (2) the junior and senior high schools in Rockford, Illinois, where teachers first determined reading skills needed for departments and then for the entire school; (3) the comprehensive, coordinated reading program begun by the Chicago schools in 1940; and (4) the broad program of the College of the University of Chicago. The following criteria for a valid program were listed: (1) stressing the all-round development of students as well as specific needs, (2) being aware that reading is but one aid to these purposes, (3) seeking all-staff support, (4) planning for steady, sequential growth based on need, (5) maintaining flexibility, (6) using varied and suitable material, (7) creating a pleasant and intellectually stimulating atmosphere, and (8) continually appraising. References are included.

6898
Lourie, Samuel. Socio-Economic and Historical Factors in Secondary Reading: An Investigation of the Relationship Between the Evolution of Secondary School Reading Instruction in the United States, and the Development of Selected Reading Programs in New Jersey, with Attention to Selected Socio-Economic Factors. 217 p. (Ed.D., New York University, 1967) Dissertation Abstracts, 28, No. 10, 4052-A. Order No. 68-4814, microfilm $3.00, xerography $9.90 from University Microfilms.

An investigation of the evolution of four selected secondary reading programs in New Jersey was conducted in order to compare their practices with accepted theoretical models and to identify certain socioeconomic and historical factors associated with their functioning. Data were collected from official reports, questionnaires, interviews, and observations. Results indicated that major socioeconomic factors were financial resources, population mobility, racial prejudice, and social class bias in selecting methods and materials and in assigning instructors. The two higher socioeconomic communities had programs superior in administrative leadership, teacher training, suitable facilities, realistic time and space allotments, community support, and remedial reading provisions. Historical factors affecting the programs were World War II, which aggravated the shortage of trained secondary reading instructors, and technological innovations and intensified competition for college admission, which encouraged superficial, mechanized, and "packaged" programs. Basic secondary programs, clarified by 1941, had been implemented only sporadically as national issues exerted pressures on school administrators.

3755
McCullough, Constance M. "What Does Research Reveal about Practices in Teaching Reading?" The English Journal, 46 (November 1957) 475-90.

Certain reading instruction practices, supported by research, are summarized. The following areas of reading instruction are covered in the research articles reviewed: developing vocabulary, developing comprehension, developing reading speed, developing tastes and appreciation, grouping for instruction, and evaluating growth in reading skills. An extensive bibliography is included.

4750
Simmons, John S. "The Scope of the Reading Program for Secondary Schools," The Reading Teacher, 17 (September 1963) 31-35.

The elements of a theoretically sound reading program for secondary schools are identified as both developmental and remedial. Three distinct phases of the developmental component are listed and discussed: (1) basic instruction in the fundamentals of learning to read, (2) organized instruction in each content area, and (3) encouragement of personal and recreational reading. Actual reading programs are compared with the sound program model by means of a survey of reading practices in secondary schools in the five-state area referred to as the Upper Midwest. Questionnaires were used to obtain data. A third of the schools surveyed reported that they had no reading program; those reading programs reported were narrow in scope and limited to application. Most of the programs were limited to only one phase, usually the remedial phase, of a sound program model. Rigid control of programs and lack of qualified personnel in such programs were also noted.

Smith, Kenneth Joe. A Survey of Seventh and Eighth Grade Reading Programs in Selected AAA Missouri Public Schools. 129 p. (Ed.D., University of Missouri, 1963) Dissertation Abstracts, 24, No. 8, 3238-39. Order No. 64-1726, microfilm $2.75, xerography $6.20 from University Microfilms.

A 1963 descriptive survey-interview study of 140 of Missouri's 146 AAA schools which included grades 7 and/or 8 indicated a general recognition of the need for reading instruction programs as a part of the regular curriculum in 81.4 percent of the schools. Of the 72 schools which had developmental programs, 62.5 percent offered classes designated specifically for developmental reading instruction. In 26 of 30 comprehensive programs studied, students were grouped homogeneously according to reading ability for reading instruction, and 26 created a structure for the program by using a reading-literature series. Half of the instructors in the comprehensive programs studied had no training in reading; the median number of course hours in such training was five. Only seven of the 30 programs met Gray's "Criteria Underlying Sound Reading Programs"; all seven grouped students homogeneously, used professionally trained teachers, and offered inservice training in reading instruction. The comprehensiveness of a school's program was not necessarily an indication of its quality; and sound, comprehensive programs were in operation in a variety of geographical locations.

7042
Weppner, Daniel Beyer. _Reading in Grades Seven, Eight, and Nine: A Statistical Evaluation and a Normative Survey_. 261 p. (Ed.D., Western Reserve University, 1965) _Dissertation Abstracts_, 27, No. 1, 60-A. Order No. 66-5218, microfilm $3.40, xerography $11.95 from University Microfilms.

The developmental reading program at Chagrin Falls Junior High School was evaluated; actual practices in Ohio schools were surveyed. Fifty-eight seventh graders, divided into experimental and control groups, were administered the Iowa Silent Reading Test and the California Achievement Test to determine whether the experimental group achieved significant reading gains after an intensive period of specialized reading instruction. The relationship between sex differences and reading growth gains was also investigated. The normative survey involving stratified samples of 2,001 schools in Ohio provided the means of comparing the reading programs found at Chagrin Falls with those generally found in Ohio. No statistically significant difference in reading ability was found in the experimental group after intensive reading instruction. Girls did achieve higher scores on most subtests, but the difference was not significant. Very few schools had reading laboratories; most reading specialists were not adequately prepared. However, special reading programs attained the best results.

Programs of Reading in the Content Areas

Berkey, Sally. "Reading and Study Skills Program in a High School District," _The Reading Teacher_, 16 (November 1962) 102-03.

Motivation of and by teachers, small classes, and a variety of reading materials geared to the students' needs were key factors noted in the success of the reading program begun in the Centinela Valley

Union High School District in Los Angeles, California. Each of four schools, with a total of 6,000 students, had two complete reading laboratories equipped with the latest and most effective materials and capable of servicing 15 students at a time. Each freshman student was given a mandatory 8-week training course in a lab followed by supervised classroom reading 1 or 2 days a week for the remainder of the year. Freshman English teachers, four full-time lab teachers, and two reading coordinators conducted the program for the system. Forms A, B, and C of the Nelson Silent Reading Test were administered at the start, after the 8-week lab training, and at the year's end. At the end of the 1960-61 school year an overall increase of 1.7 grade levels was recorded. Also, teachers noted improved social and educational self-confidence and a more favorable attitude toward reading and scholarship in their students. Circulation of school library books and use of research material increased.

6329
Early, Margaret and Odland, Norine. "Literature in the Elementary and Secondary Schools," Review of Educational Research, 37 (April 1967) 178-85.

This survey of research reviews student response to literature, sources of material, and time devoted to the teaching of literature. The area of test construction for measuring understanding, interpretation, evaluation, and literary taste is included. The development of more adequate research methodology for the study of the effects of reading literature and of teaching is urged. A bibliography is included.

Emans, Robert. The Effectiveness of Emphasizing Reading Skills in an English Course for Underachievers. 77 p. (CRP-S-252, University of Chicago, Chicago, 1966) ED 010 606, microfiche $0.50, hard copy $3.95 from EDRS.

Specially adjusted English courses for underachieving tenth through twelfth graders were designed to emphasize reading skills. A 15-student sample, divided into one experimental and two control groups, was matched on IQ, reading achievement, and grammar. The data were gathered over 1 academic year, and the following hypotheses were tested: (1) emphasis on reading will be related to greater achievement in reading skills, (2) consequent reduction of grammar and essay writing for the sample group will not significantly impede achievement in these areas when compared with the control groups, and (3) students taking a course adjusted to their needs will express more positive attitudes toward learning than those students in unadjusted courses. After comparing pretests with post-tests, the author found that the experimental group made substantial gains in reading skills; the two control groups made smaller gains. None of the groups made comprehension gains. There was no significant difference among the three groups in grammar and essay writing even though the experimental group received no instruction in this area. The experimental group's attitude toward learning was not improved, and in effect became hostile. The author suggested that, if some meaningful demonstration of the real progress made by the experimental group could be effected, the group would not feel singled out as "dumb" and would possibly evince a more positive attitude toward learning.

Fader, Daniel N. *English for Reluctant Learners, Grade 7-9, English in Every Classroom*. 53 p. (OEC-6-10-313, University of Michigan, Ann Arbor, 1966) ED 010 424, microfiche $0.25, hard copy $2.75 from EDRS.

A program designed to better motivate average students in reading and writing was added to the curriculum of a junior high school. Based on saturation and diffusion of materials, the program utilized such materials as journals, newspapers, magazines, and theme writing in academic classrooms other than English. The outcome was greater motivation on the part of the student participants, and several implications were apparent. Conclusions were that the approach to literature should be social rather than literary, that English teachers should have wider latitude in the selection and creation of materials, and that language skills should be taught through organic rather than mechanical means.

3831
Fay, Leo C. "Improving the Teaching of Reading by Teacher Experimentation," *Bulletin of the School of Education, Indiana University*, 34 (September 1958) 104 p.

Eleven experiments in elementary and secondary reading performed in connection with a course on the improvement of reading given by Indiana University are presented under five categories: (1) *word study-phonics*--two experiments on developing a higher level of independence in word study for third-grade poor readers; (2) *reading in the content fields*--a study determining fourth graders' gain in arithmetic reasoning through special reading skills and vocabulary instruction and a study relating reading and study skills to geography for third and fourth graders; (3) *extensive reading*--two studies, one with exceptional second graders and one with a fifth-grade class, involving wide reading on an independent or guided basis; (4) *helping the handicapped reader*--three remedial programs for second, fifth, and sixth graders; (5) *reading in the high school*--a unit on propaganda emphasizing reading interpretation skills for ninth grade and a special literature program emphasizing wide reading and specific reading skills for superior twelfth graders. All 11 experiments were successful in helping children to read better. It was concluded that these positive results were greatly dependent upon teachers' willingness to seek better teaching methods. References, tables, a figure, and an appendix explaining the propaganda unit are included.

4225
Feinberg, Mortimer R.; Long, Louis; and Rosenheck, Viola. "Results of a Mandatory Course for Entering Freshmen," Journal of Developmental Reading, 5 (Winter 1962) 95-100.

An experiment to determine whether the reading and study skills of freshmen could be significantly improved through instruction and laboratory practice is reported. A noncredit Freshman Study Methods Course was required of all entering freshmen at The City College's Bernard M. Baruch School of Business and Public Administration. The course was comprised of a weekly 50-minute lecture on study methods and a weekly 50-minute period of laboratory training in reading and study skills. Sixty-four pairs of students were used in the experiment. The experimental students, entering in February 1960, were matched with the control students, entering in September 1959, on the following variables: sex, type of high school attended, and the Entrance Composite which included the high school average and entrance examination scores. The following measures were used to ascertain the effect of the Study Course: the grades at the end of the first semester, scores on the Brown-Holtzman Survey of Study Habits and Attitudes, and scores on the Appel Personality Inventory and on the Verbal part of the Scholastic Aptitude Test. Correlations for the scores of the two groups did not produce any statistical difference. The conclusions drawn from the study are discussed. A list of references is provided.

7154
Fischer, Edward H., et al. "Some Effects of Relevant Stories Portraying Danger on Retention of Information Associated with the Stories," Journal of Social Psychology, 73 (October 1967) 75-87.

Two hundred and sixty-six high school students were instructed on safe driving tactics through the use of programed manuals. Relevant stories portraying danger were interspersed systematically throughout the manuals, which gave recommendations for avoiding the kinds of situations portrayed in the stories. Stories varied on three levels of danger which were combined different ways to form five experimental intensity conditions. Results indicated that female subjects showed greater retention of certain content associated with mild as opposed to strong threats. Mild threats were more effective than no threats. These trends were observed for males also, but not at a significant level. An order effect was observed for male subjects only: threatening stories following instruction were superior to stories preceding instruction. Findings were interpreted as being generally consistent with earlier works on the effects of fear appeals in modifying attitudes. References are included.

6346
Goolsby, Thomas M., Jr. "Differentiating Between Measures of Different Outcomes in the Social Studies," Journal of Educational Measurement, 3 (Fall 1966) 219-22.

The nature of interrelationships among three experimental tests measuring various social studies outcomes and four reading skills of 555 eighth-grade students in 10 Iowa school systems was studied. The measures for the study included the following seven subtests of the Iowa Test of Basic Skills: Reading Comprehension, Map Reading, Reading Graphs and Tables, Knowledge and Use of Reference Materials, Judgment and Critical Thinking, Knowledge of Specific Facts, and Understanding of Terms. The analysis indicated a relatively high degree of overlap among the various measures. The interrelationships ranged from .74 to .99. There was no evidence of systematic between-school effects. The evidence suggests that as the social studies are presently taught, at least in the schools involved in this study, there is little statistical justification for differentiating among these particular outcomes. Tables are included.

3849
Halfter, Irma T. and Douglass, Frances M. "'Inadequate' College Readers," Journal of Developmental Reading, 1 (Summer 1958) 42-53.

Nine theses, the result of 8 years of carefully controlled testing and a reading improvement program at De Paul University, are presented and supported. The basic conclusion is that reading skills required for academic success in college should be operationally defined as "thinking" skills rather than as "comprehension." Thinking-reading skills are defined as sharing with the author in his experience of generalizing affirmatively, negatively, adversatively, hypothetically, or consequentially. Related theses are that these thinking-reading skills can be isolated for instructional purposes; that they can be taught separately, preferably at the elementary level; that they should be taught in relation to each area of study, since they seem to be practiced with different emphases in social studies, science, and business; and that the responsibility for teaching reading-thinking skills belongs to the reading improvement staff rather than to the content area teacher. The controlled and experimental reading improvement programs that correlated significantly with college semester grade averages were not those which emphasized speed training, phonics or vocabulary, but were those with formats directed to acquaintance with the major discernible patterns of organizing and developing thinking in each field of concentration. Tables are given.

7184
Hallam, R. N. "Logical Thinking in History," Educational Review, 19 (June 1967) 183-202.

The relative absence of formal operational answers to questions based on three selected readings given to 100 volunteer pupils, aged 11 to 16 years, predicted the difficulties many secondary pupils will encounter in the study of history if it is to be a more valuable discipline than the mere repetition of facts. J. Piaget's findings and resulting system of stages of development in reasoning ability were supported when applied to this rural school group with intelligence scores slightly above average; Piaget's age placements were not so clearly supported by the study, which showed definite relation among increase in operational thought and both older mental and chronological ages. The report suggests that other factors--especially social--are also relevant. Documentation draws heavily on other studies for support of the contention that "logical thinking develops late in an abstract subject such as history," but the report includes nine tables on its own findings. A bibliography is included, and an appendix illustrates questions and sample answers on one historical passage used.

5147
Haugh, Oscar M. and Condon, Edwyna F. "Studies of the Language Arts in Grades 7-13 at the University of Kansas," Kansas Studies in Education, 16 (January 1966) 1-48.

Summaries of 52 studies of the language arts recently completed at the University of Kansas are presented under eight headings: (1) studies of grammar and usage, (2) studies of spelling, (3) studies of writing, (4) studies of speaking and listening, (5) studies of literature, (6) studies of readability, (7) studies of reading, and (8) studies of the English teacher and the English curriculum. The studies selected are concerned with problems that are currently being studied by public school language arts teachers. Only studies on grades 7 through 13 are included. The studies are arranged chronologically within each of the eight categories.

5781
Herber, Harold L. "An Experiment in Teaching Reading Through Social Studies Content," Changing Concepts of Reading Instruction. International Reading Association Conference Proceedings, 6, Part 3 (1961) 122-24.

A midyear evaluation of the reading gains shown by 2,000 seventh graders who received reading instruction through the content of a social studies course was reported. Instruction was provided by the regular classroom teachers, who participated in an inservice training course in instructional techniques. These teachers could select teaching materials from over 8,000 pages of special exercise materials prepared on three levels of difficulty. A random sampling of every sixth student was given the Iowa Silent Reading Test after 5 months of experimental instruction. The students made an average grade equivalent of 1 year and 4 months over the normally expected gain. A comparison of the mean gains of the students in each quartile showed generally that all achievement levels were receiving equal benefit from the program.

6862

Jones, John Link. Effects of Spelling Instruction in Eighth-Grade Biological Science upon Scientific Spelling, Vocabulary, and Reading Comprehension; General Spelling, Vocabulary, and Reading Comprehension; Science Progress; and Science Achievement. 136 p. (Ed.D., University of Maryland, 1966) Dissertation Abstracts, 27, No. 11, 3621-A. Order No. 67-6121, microfilm $3.00, xerography $6.60 from University Microfilms.

Spelling instruction in science words was given to three above-average sections and three average sections of eighth-grade biological science students. A combination of the study-test, corrected-test, and written repetition methods of spelling instruction was used for one 47-minute period per week for 30 weeks. Two above-average sections and three average sections made up the control groups. For the above-average control and experimental groups, differences were significant at the .01 level for the Science Spelling, Science Vocabulary, California Spelling, and Science Achievement Tests, but differences were not significant for the Science Reading Comprehension, California Vocabulary, California Reading Comprehension, and Science STEP Tests. For the average control and experimental groups, significant differences at the .01 level were found only for the Science Spelling Test. Testing at the end of grade 9 indicated differences for the above-average group which were significant at the .01 level in the Science Spelling and Achievement Tests, but not on the Science Vocabulary and California Spelling Tests. Concurrent results on the Science Spelling Test showed no significant carry-over of the effects of spelling instruction for the average groups.

6865

Kaufman, Maurice. The Effect of Instruction in Reading Spanish on Reading Ability in English of Spanish-Speaking Retarded Readers. 321 p. (Ph.D., New York University, 1967) Dissertation Abstracts, 28, No. 4, 1299-A. Order No. 67-11,108, microfilm $4.15, xerography $14.65 from University Microfilms.

One hundred and thirty-nine Spanish-speaking seventh-grade students retarded in English reading ability were assigned randomly to experimental and control groups. The experimental group was instructed in standard Spanish with an emphasis on specific reading skills in Spanish. There was evidence of positive transfer of learning from instruction in reading Spanish to reading ability in English with no interference. There was no conclusive evidence that intelligence is more effectively utilized when reading instruction is based on the subject's total linguistic background. Nor was there conclusive evidence that the amount of transfer is directly related either to intelligence or to the amount of Spanish used in the home.

7222
Kaufman, Maurice. "Will Instruction in Reading Spanish Affect Ability in Reading English?" Journal of Reading, 11 (April 1968) 521-27.

The effect of instruction in reading Spanish on the English reading ability of Spanish-speaking children who were retarded in reading English was studied. The purpose was to determine whether instruction in the native language would interfere with, facilitate, or have no effect upon English reading ability. Subjects were seventh-grade Spanish-speaking pupils from two New York City junior high schools. Average reading grades on the sixth-grade testing with the Metropolitan Achievement Test were between 3.5 and 5.0. Spanish was spoken in the home of each subject. Subjects from each school were randomly assigned to control groups and experimental groups. The experimental treatment was instruction in standard Spanish with emphasis on specific reading skills in Spanish. Control classes received additional periods of art and health or music. To determine the effect of Spanish instruction on reading ability in English, retest scores (in grade score units) of experimental and control groups on the Durrell-Sullivan Reading Achievement Test were compared, using the analysis of covariance. Evidence of positive transfer of learning was found at one school. No evidence of interference was found at either school. References are included.

6875
Kohler, Emmett Theodore. An Investigation of Cloze Scores in Terms of Selected Cognitive Variables. 105 p. (Ed.D., Florida State University, 1966) Dissertation Abstracts, 27, No. 1, 114-A. Order No. 66-5454, microfilm $3.00, xerography $5.20 from University Microfilms.

The relationships between cloze test scores and scores obtained on selected, factor-pure cognitive ability tests were investigated. The subjects were 257 tenth-grade students from one Florida public high school. Cloze tests of 250 words were constructed in four subject matter areas: (1) biology, (2) chemistry, (3) American government, and (4) world history. The factor-pure tests were derived from the Manual for Kit of Reference Tests for Cognitive Factors, from the Florida State-Wide Ninth-Grade Testing Program, and from the Metropolitan Achievement Tests. The analyses of the cloze tests in terms of the factor-pure tests did provide information as to the abilities required for the successful completion of the cloze tests. The most important of these abilities were wide range vocabulary, logical reasoning, inference, addition, and hidden patterns.

5215
Michaels, Melvin L. "Subject Reading Improvement: A Neglected Teaching Responsibility," Journal of Reading, 9 (October 1965) 16-20.

Three phases of secondary school reading were studied: the student perceptions of the reading difficulty of college preparatory materials in literature, history, chemistry, and plane geometry; the commonness of reading skills in the four subjects; and the construction of a multisubject matrix of reading difficulties that teachers could use to analyze students' responses in their classrooms. Subjects gave free responses to four questions. The responses were analyzed, tallied, and summarized in each of the four subjects. Free response parts were classified under 10 categories. The following is a summary of 186 students' replies in three teachers' classes. There were two general types of assignments, extensive (Pattern A), and intensive (Pattern B) reading. In methods of reading assignments, there were greater variations between patterns than within patterns. Reading difficulties most frequently mentioned in Pattern A, in descending order, were reference reading difficulties, connotation comprehension difficulties, and denotation comprehension difficulties. The most frequently mentioned difficulties in Pattern B were denotation comprehension difficulties, retention difficulties, and concentration difficulties. Chemistry was considered the most difficult subject to read. Conclusions are given.

5788
Niles, Olive S. "How Much Does a Content Teacher Need to Know about the Teaching of Reading?" Improvement of Reading Through Classroom Practice. International Reading Association Conference Proceedings, 9, Part 3 (1964) 41-42.

By recognizing that the content teacher will need to teach those reading skills significant to the nature of his subject and that many such teachers feel inadequately prepared when faced with the complexity of lists of reading skills and techniques, the reading consultant--it was stressed--can accomplish more by offering a simpler, more sophisticated procedure for involving content teachers in techniques which they can learn without great effort and can employ immediately. A series of 6 steps for teachers was suggested: (1) give a brief description of the reading process which emphasizes the necessity of breaking it down into specific skills for teaching; (2) offer instruction on vocabulary presentation, stressing meaning and recognition--such as how to attack the four types of multisyllabic words and how to use context and structure clues; (3) provide instruction on using directed reading approaches to textbook study; (4) emphasize the role of the library as a textbook extension for both research and reading for enjoyment and explain that reading in depth requires reading in breadth; (5) encourage teachers to be constructively critical of present and potential texts as tools for teaching both content and reading; and (6) encourage the content teacher to become an expert in teaching just one reading skill related to his subject.

6954
Pless, Herbert. The Use of Structural Analysis by High School Biology Students as a Method for Learning and Retaining the Definitions of Technical Vocabulary Terms. 177 p. (Ed.D., Temple University, 1966) Dissertation Abstracts, 27, No. 11, 3634-A. Order No. 67-6256, microfilm $3.00, xerography $8.20 from University Microfilms.

Vocabulary booklets specially designed to accent structural elements in conjunction with the on-going biology program were used with tenth-grade biology students in the experimental group. Control group students used a vocabulary instruction booklet which lacked the special design described for the experimental group. A pretest, unit tests from the text "Modern Biology" by Truman J. Moon and others, a midterm vocabulary test of terms not specifically taught but with structural elements common to those taught, and a final vocabulary test 6 months later were administered to all students. Data for 200 students were analyzed. It was concluded that experimental group subjects learned and retained more definitions of selected biology terms than control group subjects. This conclusion was particularly relevant in the case of male students. Suggestions for further investigations are made.

3772
Ramsey, Wallace Z. "An Experiment in Teaching Reading in High School English Classes," English Journal, 46 (November 1957) 495-500.

The effectiveness of a reading improvement program integrated with literature instruction in regular English classes in Mexico High School, Missouri, was evaluated. All English classes devoted approximately 120 minutes per week to instruction in reading and literature. A series of textbooks emphasizing reading instruction and literature, a specially prepared set of 11 word-analysis lessons, and the Iowa Supplementary Reading Materials (for timed reading tests) were used in the 4-step program: (1) introducing the selection, (2) interpreting the selection, (3) extending skills and abilities, and (4) extending interests. A special statistical analysis was made of the scores of 138 eleventh-grade students on the Cooperative Reading Test C1, Diagnostic Reading Tests, Section IV, Word Attack, Part 2 Silent, and the California Test of Mental Maturity, Advanced, Long Form. Significant gains were made in vocabulary, speed, comprehension, and word attack. No sex or intelligence differences were found. A study was made of an experimental group of 78 eleventh graders matched on grade level, intelligence, sex, and initial reading scores with 78 students from another school which offered no special reading instruction. Greater gains were made by the experimental group on every measured ability. However, not all gains were significant. References are given.

3774
Reeves, Ruth E. "An Experiment in Improving Reading in the Junior High School," English Journal, 47 (January 1958) 15-20.

A reading improvement experiment involving eighth-grade classes in Sidney Lanier Junior High School, Houston, Texas, is reported. The organization, methods, materials, and results of the first year of the reading program, the problems which developed in the second year of the experiment, and the attempts made during the third year to solve these problems are discussed. The original experiment was designed to present opportunities for extensive reading at the various reading ability levels of the students in three heterogeneously grouped classes through a reading program which coordinated literature, science, and social studies. Three 6-week units, to be taught in English classes during the first semester, were developed by seven teachers in the areas of (1) mythology and folklore, (2) backgrounds of colonial times, and (3) biographies of Americans with an emphasis on scientists. Basic materials were supplemented by guided individual reading and special group reports. During the second semester, English classes stressed supplementary reading according to individual interests. Library reading according to ability was encouraged in science and social studies classes. A standardized reading test and student evaluations were used to determine the effectiveness of the program. Very high gains in reading were reported for the first year of the program.

5829
Ross, Joan B. "Remedial Reading Techniques a High School Teacher Can Use," Reading and Inquiry. International Reading Association Conference Proceedings, 10, Part 2 (1965) 182-84.

Basic concepts and general techniques for remedial reading skills development are presented. It is noted that to insure the students' acquiring specific, efficient study skills and continuing to refine these skills, the classroom teacher must assume responsibility in guiding their development. Opportunities for practice must be provided. The following general techniques for classroom teachers are suggested: (1) developing the ability to concentrate by developing a purpose for reading and by analyzing assignments for students before making them; (2) explaining the logic of textbook make-up; (3) providing subject area practice in outlining skills, textbooks summarizing, and source material data; (4) supervising practice in correlating lectures, textbooks, and source materials; and (5) explaining the rationale of an assignment. Special techniques must be applied in the areas of science and mathematics where the nature of scientific writing and the specialized use of symbols require explanation.

3780
Scarborough, G. C.; Bruns, Richard F.; and Frazier, Alexander. "Improvement of Reading Through Ability-Level Assignments," School Review, 65 (Winter 1957) 474-80.

Improvement of reading through ability-level assignments was attempted in an experimental program in reading development conducted during the 1955-56 school year at Sidney Lanier Junior High School in Houston, Texas. The plan of procedure for utilizing a multiple-level reading list for English, social studies, and science was viewed as both remedial and developmental. Three heterogeneously grouped eighth-grade classes were given reading instruction in English, social studies, and science classes for 2 semesters with emphasis on extensive reading of books, pamphlets, and other reading materials assigned according to the reading ability and interests of the students. Panels, book reviews, character sketches, debates, and other types of student reports were utilized to encourage student discussion of individual reading. Reading improvement was determined by the Iowa Reading Test (pretest, Form AM; post-test, Form CM). A detailed discussion is given of the results of the program. Significant gains were reported at all levels of reading ability for students in the three classes; although, the greatest improvement was made by the class with the highest pretest scores. Tables are included.

3667
Smith, Elizabeth B. (Chairman). "A Reading Experiment: The Ninth Year Committee for the Walton High School," High Points, 39 (January 1957) 12-31.

The attempt of a planning committee to evolve a method to improve the reading and writing skills of a ninth-grade class through the medium of three subject areas is described. Content of the courses was subordinated to the purpose of improvement of reading and writing skills. Approximately 295 pupils were involved. During extra class time resulting from the plan, the teachers were able to carry out individual guidance and diagnosis of difficulties and to set up individual programs for correction of difficulties. Standard drill texts, guided experiences based upon content in social sciences, science, and literature, were used widely for corrective purposes and/or broadening of reading interests. Demonstrations, observations, visiting speakers, group meetings, and clinics were utilized for interrelating courses with the basic purpose of the experiment. Reports of accomplishments and problems in each department and reaction of other teachers in the experiment were included in the teachers' evaluations. A summary of results of individual programing in a series of reading clinics is also included in teachers' reports through case studies covering analysis, practice, and results. Finally, student evaluations of the program are described, including quotations from individual reports.

Squire, James R. "Reading in American High Schools Today," Reading and Inquiry. International Reading Association Conference Proceedings, 10, Part 4 (1965) 468-72.

The present report is based on a preliminary analysis of findings from about two-thirds of the 168 schools participating in the National Study of High School English Programs. Findings related to the teaching of reading in these schools indicate an English program that stresses the study of literature and seeks to broaden and deepen the student's knowledge of literature. However, only cursory attention is given to the skills of reading literature. A variety of approaches are used, but analytical study is not stressed. The program tends to ignore instruction in developmental reading skills, even where reading specialists are involved in remedial reading sections. The program generates substantial reading on the part of young people but not always the reading of books which can be found and discussed at school.

3910
Tormey, Mary K. and Patterson, Walter G. "Developmental Reading and Student Evaluation," Journal of Developmental Reading, 2 (Winter 1959) 30-43.

The introduction of developmental reading into the curriculum of Needham Senior High School was based on a preliminary study of reading needs of high school pupils. A summary of the aims of the program, class organization, and equipment and materials used is included. The Iowa Silent Reading Test Advanced Form AM was administered before the reading course began; Form BM of the same test was administered near the end of the semester. Comparisons of percentile rank and median with national norms on this test were used to interpret the results. The students showed significant improvement in reading skills after 10½ clock hours of instruction. It was pointed out that students did improve significantly through systematic group instruction. Excerpts of students' opinions and reactions concerning the programs are provided. Suggestions for improvement of the program given by the students are included. Tables are given.

7024
Turner, Donald Gene. A Comparison of the Academic Achievement in Reading and Writing by Students Enrolled in Project English Classes with That of Non-Experimental Students. 111 p. (Ph.D., Purdue University, 1967) Dissertation Abstracts, 28, No. 6, 2051-A. Order No. 67-16,720, microfilm $3.00, xerography $5.60 from University Microfilms.

This study was designed to determine the advantages of employing experimental materials and procedures in seventh-grade language arts classes. Eighty-three students were taught under the experimental curriculum, and 241 students were taught under the regular curriculum. The total population of the study was made up of seventh-grade students from two schools: school A located in an upper middle-class area and school B located in a lower socioeconomic area. From the control group, individuals were matched with the experimental subjects on the basis of IQ scores and grade equivalents in reading (GER) obtained from cumulative records at the respective schools. Subjects were compared for achievement on Sequential Tests of Educational Progress. The study indicated that in school A the experimental curriculum contributed to a significantly higher overall reading score achievement. Those students who had higher IQ and GER scores had the highest gains. The experimental curriculum was more effective in reading with girls in school A than with boys and was more effective with students from school A in both reading and writing than with students from school B. Students from school B showed no significant achievement gains in either reading or writing with the experimental curriculum.

7048
Yanuzzi, Joan Ruff. An Experimental Study of the Effectiveness of a Course in Learning-to-Learn. 237 p. (Ph.D., Cornell University, 1967) Dissertation Abstracts, 28, No. 6, 2079-A. Order No. 67-16,381, microfilm $3.10, xerography $10.80 from University Microfilms.

The effectiveness of a learning-to-learn experience designed to train students in comprehension skills, memory improvement, and error suppression and to develop analytical and searching attitudes was evaluated. Seventy-five students who had just completed the ninth grade were randomly assigned to one of four groups. Two groups received instruction in learning-to-learn; one group received instruction in study skills; and one group received no instruction. Twenty hours of instruction were given during a 4-week summer interval. The study revealed that a learning-to-learn experience based on discovery and learning set methods resulted in significant transfer effects in critical thinking and numerical problem solving. No effects were observed in verbal reasoning, subsequent academic achievement, or affective variables. The study presented some evidence for the advisability of making specific training in thinking an integral part of the educational system.

Organizational Patterns

5061
Borg, Walter R. "Ability Grouping in the Public Schools: A Field Study," Journal of Experimental Education, 34 (Winter 1965) 1-97.

The differences in the effects upon elementary, junior high school, and high school pupils of an ability grouping system that distinguished between a curriculum which adjusted the rate of presentation of curricular materials and a random grouping system which differentiated the curriculum principally through the use of enrichment were studied. Data were collected from approximately 4,000 fourth through twelfth graders over a period of 4 years at two comparable school districts in Utah. Analysis of covariance was employed to measure the changes in accomplishment for pupils exposed to the two grouping systems; chi square analysis was used in cases where data fell into well-defined categories or where papametric statistics were not appropriate. Major types of differences considered were (1) between-treatment differences, (2) level or within-treatment differences, and (3) sex-related differences. The researchers reviewed previous investigations in the areas of achievement-related variables and previous findings; on this basis they considered the results of this project. Tendencies toward overachievers and underachievers, study methods, sociometric choice, attitudes, pupil problems and self-concept, personality characteristics, and an overall appraisal of the grouping treatments were investigated. Statistical differences are described for each area investigated. Footnotes and a bibliography are included.

5072
Campell, L. M. and Knill, W. D. "Ability Grouping and Grade Nine Achievement," Alberta Journal of Educational Research, 11 (December 1965) 226-32.

For an 8-year period, the relationship between heterogeneous, homogeneous, and subject grouping and the achievement of grade-9 Parkview school students at three ability levels on the provincial grade-9 final examinations was studied. The study consisted of two parts: (1) comparison of achievement at three ability levels in six departmental subjects during a 3-year period of heterogeneous grouping with that during the next 3-year period of homogeneous grouping and (2) the relationship at three ability levels between achievement in language, mathematics, and science and the three methods of grouping. Subject grouping was used in the three subjects during the final 2 years. Subject stanine scores and the School and College Ability Test percentiles were obtained from achievement records. Analyses were carried out on matched pairs and on cases chosen randomly. Three-way classification (method, level, and subject) was followed by an analysis of variance, two-way classification, and then by the appropriate t-tests where significant differences were indicated. Homogeneous grouping seemed to produce greater pupil effort. The general inference that subject grouping would produce higher academic achievement was not statistically borne out. Implications are discussed. Tables and references are included.

5751
DeBoer, John J. "Through Organizational Practices," New Frontiers in Reading. International Reading Association Conference Proceedings, 5, Part 2 (1960) 36-40.

Although a general need for remedial reading programs was felt among administrators of schools responding to a 1960 survey in Illinois, only 17 percent indicated that they were developing one. The average existing program offered 1 or 2 semesters of ½ to 1 hour a day reading training with course credit to classes of 25 students or less. While it utilized too few periodicals, it did rely on high-interest books, workshops, student conferences, and/or study groups. Methods of determining retarded readers varied widely from school to school. The problem of finding trained personnel and interested teachers to train was noted by the author as a concern for colleges and universities. He also emphasized the idea that although homogeneous grouping does not dispose of diversity within groups, it allows the teacher to approach the diverse needs of his students more effectively than does heterogeneous grouping and is more effective for remedial emphasis; individualization is necessary, however, in regular classes to avoid the reading casualties that regimented subservience to textbooks creates by boring and frustrating students. Recommendations for an "ideal" reading program are enumerated.

4234
Grissom, Loren V. "Characteristics of Successful Reading Improvement Programs," English Journal, 50 (October 1961) 461-64, 474.

A study to identify characteristics of successful high school reading programs in Illinois during the 1959-1960 school year is summarized. This study is a followup of a survey to determine the amount of special reading instruction given in 577 Illinois high schools. From the 107 schools reporting special reading programs, 15 were chosen for observation on the basis of program merit, special work in reading, school enrollment, program length, and geographic location. The reading programs of these schools were than analyzed and classified into one of three types: (1) schools providing special, ability-grouped English classes which emphasize reading; (2) schools providing special reading classes; (3) schools making a variety of provisions--including remedial classes for low-ability students, special classes for students reading below their ability levels, and voluntary, noncredit clinic periods for students with particular skill deficiencies and for college-preparatory students wishing to improve their efficiency. Each of these types of programs is described in detail and its relative merits are discussed. A table is included.

7215
Johnson, Mauritz and Scriven, Eldon. "Class Size and Achievement Gains in Seventh- and Eighth-Grade English and Mathematics," School Review, 75 (Autumn 1967) 300-10.

The influence of class size on the achievement gains of 7,500 seventh- and eighth-grade students tested successively in 1957-58 and 1958-59 with the Iowa Test of Basic Skills battery (ITBS) was studied. Data were obtained from the New York State Education Department. A total of 130 English classes and 135 mathematics classes were available for study: 103 in grade 7 and 162 in grade 8. The two subjects and the two grades were treated separately. Classes were classified as homogeneous or heterogeneous, large or small, and above-average or below-average. The ITBS reading comprehension test scores were used as the measure of the dependent variable for the English classes, and for the mathematics classes, the scores on the arithmetic test were used. Class size did not seem to be a factor insofar as improvement on the ITBS was concerned. References and tables are included.

6979
Scheffert, Ralph Edgar. The Design, Implementation, and Evaluation of a Developmental Reading Program in Grades Seven and Eight at Mendham Borough School, Mendham, New Jersey. 253 p. (Ed.D., New York University, 1967) Dissertation Abstracts, 28, No. 10, 4060-A. Order No. 68-4818, microfilm $3.30, xerography $11.50 from University Microfilms.

The purposes of this study were to design, implement, and evaluate a developmental reading program in grades 7 and 8 at Mendham Borough School, Mendham, New Jersey. A conceptual framework for designing a reading program was formulated, and a pilot reading program was established. A teacher inservice education program was developed. Pretests and post-tests were administered to subjects to measure their reading achievement. Findings raised questions as to the need for reading instruction beyond grade 7 for pupils with high intellectual ability who had attained mean scores 2 or more years above grade level. It was suggested that the 1-year concentrated developmental program as conducted in the study was sufficient in grade 7 and that the maintenance and development of reading skills could be continued in subject area, guidance, and library classes in grade 8. It was postulated that there is a limit of reading power reached in grade 7 or 8 and that reading power increases beyond this limit are due to variables such as intelligence or experiential background.

Programs for the Handicapped Reader

7054
Ablewhite, R. C. The Slow Reader. (London, England: Heinemann Educational Books, Ltd., 1967) 95 p.

The development of an experimental remedial program for slow learners in an English metropolitan secondary school is described in narrative style using material taken from actual classroom work. The program stresses an indirect approach to reading improvement in a special self-contained class and includes field excursions and mimic activities. Basic principles of an initial teaching scheme describe various approaches to readiness training and various methods of teaching. A report is given of a 1961 investigation of the factors related to reading difficulty in the case of the least intelligent 18 children in a two-school population of 198. Factors such as socioeconomic level, school grouping practices, and popularity with teachers and peers are included. Practical suggestions for the secondary remedial classroom conclude the program description. Tables and a bibliography are included.

6255
Amble, Bruce R. and Butler, Gordon. "Phrase-Reading Training and the Reading Achievement of Slow Learners: An Experimental Study," Journal of Special Education, 2 (n.m. 1967) 119-23.

The effect of phrase reading training on the reading comprehension, span of recognition, reading rate, and reading achievement of ninth- and tenth-grade slow learners is reported. Fifty-four special class slow learners were selected on the basis of limited intellectual potential, educational retardation, or both. The sample was divided into two groups. Both groups attended 15 sessions of 40 minutes each. The phrase reading group viewed two films daily, while the other group used supplementary reading materials. The programs lasted 3 weeks. The Iowa Silent Reading Test (ISRT) and a Phrase Test were administered as a pre-post measure and were readministered 3 months later. Multiple correlations and analysis of variance were used to analyze the data. There was a significant interaction between training group and test period. The correlation between phrase test scores and the ISRT subtests were significant. The results suggest that the immediate effect of phrase-training produced a greater gain, but the gain was not maintained over a period of time. References and figures are included.

4807
Balow, Bruce. "The Long-Term Effect of Remedial Reading Instruction," The Reading Teacher, 18 (April 1965) 581-86.

A summary of previous studies on the effect of remedial reading instruction is presented. The change in performance in reading following a period of intensive remedial instruction in three investigations conducted in the Psycho-Educational Clinic at the University of Minnesota is summarized. Two elements of remedial work are considered: immediate growth in reading skill and the continued growth of pupils after termination of intensive tutoring. A remarkable change during remedial instruction is indicated, in which the normal growth rate of normal pupils was surpassed by those who were previously seriously disabled students. In the followup period, however, it is shown that those who received no further aid in remedial reading did not continue to develop on their own, while those children who received supportive help continued to develop in reading at a pace more rapid than that preceding intensive tutoring. Thus severe reading disability is not corrected by short-term intensive courses of treatment. It is probably best considered a chronic illness needing long-term treatment. Tables are included.

6719
Barbour, Breese Fulton. A Comparison of Two Methods of Teaching Reading to Culturally Disadvantaged Students. 187 p. (Ed.D., Syracuse University, 1967) Dissertation Abstracts, 28, No. 10, 4018-A. Order No. 68-5501, microfilm $3.00, xerography $8.60 from University Microfilms.

The effectiveness of a machine-oriented and a teacher-oriented method of teaching reading was compared. Subjects were 100 culturally disadvantaged secondary school students voluntarily participating in an "Upward Bound" program in New York. A variance and multiple regression analysis of data collected from pretest and post-test scores on three forms of the Diagnostic Reading Test, Survey Section, Upper Level, indicated that the machine-oriented approach was not significantly superior to the teacher-oriented method in terms of reading rate or comprehension development. It was significantly superior to the teacher-oriented method in terms of vocabulary improvement.

4374
Brazziel, William F. and Gordon, Margaret. "Replication of Some Aspects of the Higher Horizons Program in a Southern Junior High School," Journal of Negro Education, 32 (Spring 1963) 107-13.

A discussion of a study replicating the Higher Horizons project is given. Three hundred and one junior high Negro students were studied. Programs including reading skills improvement, teacher-parent discussions, group guidance, and intraschool cultural enrichment were used throughout the year. A measurement of reading skills was obtained with forms AA and BB of the California Achievement Test in Reading, showing similar gains to those made in the Higher Horizons Project. A discussion of the findings and the impact of the project upon the students, parents, and teachers is provided. References are included.

7096
Buerger, Theodore A. "A Follow-Up of Remedial Reading Instruction," The Reading Teacher, 21 (January 1968) 329-34.

Seventy-two students in grades 3 through 7 who received remedial reading instruction were compared with 72 students who received no remedial instruction. The experimental group demonstrated significant post-remedial reading gains but did not make greater long-term gains in academic achievement. Supportive reading assistance following the intensive remedial reading instruction was suggested. Most remedial sample responses appeared to indicate that reading help was of value. Providing remedial teacher trainees with instruction and experience in counseling and therapeutic techniques was recommended.

7110
Clark, Carl A. and Walberg, Herbert J. "The Influence of Massive Rewards on Reading Achievement in Potential Urban School Dropouts," American Educational Research Journal, 5 (May 1968) 305-10.

The effect of massive verbal rewards was tested on 110 inner-city Chicago children from 10 to 13 years of age. These children, from inner-city schools, were randomly assigned to control or experimental classes in an after-school reading program. Experimental classes received more verbal rewards than did control classes. Rewards were tallied by the children on special cards and were totaled each day by the teacher. At the end of the 6-week course, the SRA Reading Test, Intermediate Form, was administered. Analysis of variance and analysis of covariance, using previously administered Kuhlman-Anderson Intelligence Test scores, showed that extensive verbal reward caused significantly higher reading scores. Implications of the study are discussed. References and tables are included.

6764
Clarke, Edith Scherrer. Stories about Retarded Readers for Use in the Junior High School. 167 p. (Ed.D., Columbia University, 1967) Dissertation Abstracts, 28, No. 2, 533-A. Order No. 67-9442, microfilm $3.00, xerography $7.80 from University Microfilms.

Original classroom materials on a third- to fifth-grade reading level, about problem readers with whom junior high school students could identify, were prepared and field tested from October 1965 to February 1966. These stories, designed as supplementary materials, were accompanied by teachers' aids which suggested reinforcement activities for the three basic reading skills. Subjects were members of three similar seventh-grade classes. Three attitude scales, a student questionnaire, and the Metropolitan Achievement Test were used as evaluation instruments. Results indicated that positive attitudinal and behavioral changes occurred in most students using the project materials, but only approximately one-half of the students achieved markedly increased scores on a standardized reading test. It was recommended that participating students be followed up in another year and that the stories and teachers' instructional aids be released to a wider audience for further testing.

5902
Cohn, Stella M. "Organizing and Administering Public School Reading Clinics," Reading and Inquiry. International Reading Association Conference Proceedings, 10, Part 2 (1965) 224-26.

Major objectives of the New York Public Schools reading clinics focus on the pupil, the classroom teacher, the parent, and the school and community. The underlying philosophy is to offer treatment based on individual diagnosis. Difficulty in learning to read is regarded as a symptom of psychological disorder which is the outcome of adverse factors within the child and his environment. Clinics are staffed with three reading teachers, a school psychologist, a social worker, and a part-time psychiatrist. Criteria of pupil selection are: (1) degree of reading retardation, (2) need for help in personal-social adjustment, (3) cooperativeness of parents, and (4) evidence of average mental ability. Close integration of instructional and clinical services is maintained. Auxiliary and referral services are provided. Instruction is assessed by standardized instruments. Evaluation of the pupil's personal-social adjustment is obtained from classroom teachers and parents.

5088
Coston, Phyllis and Merz, William. "A Team Reading Program for Retarded Readers," Illinois School Research, 1 (November 1964) 24-27.

A crash program in reading improvement for eighth-grade students who lacked academic potential and interest in reading and who had specific reading difficulties was designed and evaluated. Nineteen low IQ eighth graders who were in the lowest quartile of their class in all areas were taught by a regular language arts teacher and a school district reading specialist during the regular 90-minute class for 10 weeks. During this time the program utilized skill building units on word attack, comprehension, and rate, the tachistoscope with Dolch basic sight vocabulary words, and Educational Development Laboratory Controlled Reader, and timed reading exercises. The diagnostic process consisted of testing with the Diagnostic Reading Tests, Survey Section, Lower Level, evaluation of each individual's performance on these tests, and analysis of weaknesses noted by the language arts teacher, primarily in the three skill building areas. The actual development of reading skills was examined by comparing pretest and post-test raw scores, and a critical ratio was obtained for each subsection. All three areas demonstrated positive gains in significance; the reading rate increased. The positive gains show that pupils could benefit from a crash program. However, training periods spread over a longer period of time should insure more effective carry-over.

4846
Dolan, G. Keith. "Counseling as an Aid for Delayed Readers," Journal of Reading, 8 (November 1964) 129-35.

The purpose of this investigation was to determine if a 6-month counseling program would have an effect on reading achievement. One experimental and two control groups were used to test the hypothesis. The five seventh graders in each group were matched on the basis of age, sex, intelligence, degree of delay in reading, and scores on the San Diego Inventory of Reading Attitude. Thirty-seven interviews were held with the experimental students meeting individually with a counselor from six to nine times at their request. After 6 months, the students were retested using a paragraph meaning and a word meaning test. The San Diego Inventory of Reading Attitude was also administered to the experimental and the first control group. The differences in attitude were positively in favor of the experimental group, but were not statistically significant. The result in the word meaning section of the achievement test was significantly in favor of the experimental group. However, the difference in the paragraph meaning section was not statistically significant, and the null hypothesis was accepted. References are cited. A summary of the literature concerning the causation of reading failure is included.

4847
Dorney, William P. "Effect of Reading Instruction on Modification of Certain Attitudes," Improvement of Reading Through Classroom Practice. International Reading Association Conference Proceedings, 9, Part 3 (1964) 171-73.

An experiment that measured the effect of reading instruction on the modification of attitudes and behavior of a group of adolescent delinquents who were retarded in reading is described. Forty-five boys, between the ages of 16 and 20, were selected from a population of adolescent delinquents in New York City who were retarded in reading. The subjects were divided into three equal groups matched on age, intelligence, reading ability, and length of probation. The groups were given either reading instruction, swimming instruction, or no treatment. Subjects were evaluated according to changes in attitudes toward certain authority figures, improvement in behavior, and reading ability. The reading instruction group improved the most on all evaluative tests. Results suggest that treatment of delinquents retarded in reading should emphasize reading instruction as a therapeutic instrument for rehabilitation.

5898
Downing, Gertrude L. "Compensatory Reading Instruction for Disadvantaged Adolescents," Improvement of Reading Through Classroom Practice. International Reading Association Conference Proceedings, 9, Part 3 (1964) 167-68.

A Queens College BRIDGE Project assigned 90 seventh graders to three beginning teachers and one coordinator through the ninth grade. The goals of the plan were (1) to provide successful reading experiences by using high interest, low difficulty reading material related to the pupils' immediate needs in daily living experiences; (2) to improve comprehension by using a variety of visual aids and trips to develop questioning techniques aimed at interpretive understanding; and (3) to increase the language fluency of the pupils, who tended to express themselves in monosyllabic fragments when the program began and were spread from below grade 3 through grade 10 equivalents on the Metropolitan Reading Test. After 3 years, initial outcomes included a "significantly greater" mean increase in verbal IQ for the 90 children as measured by the Wechsler Intelligence Scale for Children, when compared to that of control classes. The "longitudinal experience" for the three teachers and the coordinator allowed them constant evaluation, which noted "marked improvement in classroom reading activities," and the opportunity to develop dynamic teaching techniques, which included an integrated program of reading skills instruction in English, social studies, science, and mathematics.

3721
Early, Margaret J. "What Does Research Tell the Classroom Teacher about the Basic Causes of Reading Disability and Retardation?" Improving Reading in the Junior High School. Bulletin No. 10, 16-25. (Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1957)

The basic causes of reading disability and retardation, especially in the junior high pupil, are discussed in a summary of 45 research articles and books published from 1930 to 1956. The following causes of reading disability are discussed: (1) mental factors, (2) physiological causes such as vision, hearing loss, speech defects, neurological difficulties, malnutrition, infections, and endocrine disturbances, (3) personality factors, (4) environmental and social factors, and (5) educational causes, including lack of adequate background, failure to master the early elements of reading, lack of instruction adjusted to the level and learning rate of the child, and acquisition of faulty habits which impede progress. Recommendations for further research implications for the classroom teacher and a bibliography are included.

6336
Farnham-Diggory, Sylvia. "Symbol and Synthesis in Experimental 'Reading,'" Child Development, 38 (March 1967) 221-31.

Fifty normal boys and girls from the Los Angeles Public School System and 30 brain-damaged boys and girls from the Kennedy Child Study Center of Santa Monica, California, participated in a study to compare their ability on tasks of learning pictographs and logographs for eight words and then reading logograph sentences. All 80 of the children tested demonstrated perfect comprehension of the eight words. The results strongly suggest that children must achieve a state or stage of neurological readiness for conceptual synthesis. Skill in associating a graphic symbol with a word may be demonstrated by very young children 2 or 3 years before they can demonstrate skill in integrating the ideas the words represent. Further research into the development of integrative progresses should utilize experimental reading codes that are not only less pictorial but also include signals for integrative operations. References are given.

6798
Fenwick, James Juvenal. Aural and Visual Instruction with Slow Learners. 243 p. (Ph.D., Stanford University, 1967) Dissertation Abstracts, 28, No. 7, 2440-A. Order No. 67-17,421, microfilm $3.15, xerography $11.05 from University Microfilms.

The hypothesized superiority of aural instruction over visual instruction for ninth-grade reading handicapped slow learners and of the individual study carrel over the standard group study approach for ninth-grade slow-learner social studies students were investigated. Subjects were assigned to a control group or to one of four experimental groups receiving instruction by aural-carrel, aural-group, visual-carrel, or visual-group methods. Subjects in the experimental groups received a minimum of three lessons before testing. The control group received no instruction to insure that the subjects in the experimental groups were dependent upon the lesson materials and instruction for their learning. It was found that slow-learner subjects performed equally well in aural and visual instructional approaches and in carrel and group settings. Three categories of slow learners, low-average, low, and those with reading handicaps only, performed equally well in each instruction situation. No significant differences were found between male and female subjects in relation to the aural or visual mode.

7160
Friedman, Nathan. "A Progress Report on Visual Fixation Training at the Sunland Training Center," Optometric Weekly, 59 (February 1968) 19-24, 29-36.

Moderate relief from visual fixation stresses and positive improvement in the overall attitude and behavior of the subjects were noted in a 4- to 5-month visual exercise study. Coordination of body movements and improvement of posture were particularly noted. Nine retarded children with no apparent mental or physical deficiencies to explain their mental retardation were selected from the Sunland Training Center in Miami Springs, Florida, and were given 1-hour visual fixation exercises 5 days a week on a VT Reading Aid device using two sticks to develop object fixation and two lights to develop moving fixation. Space fixation exercises proved too difficult for the children. The exercises proved strenuous and even severely painful for most of the subjects, who averaged 15 years of age, 55.5 intelligence quotient, and 1.1 grade reading level. Besides noting increased alertness, calmness, motivation, and physical coordination, the pilot study measured an average reading ability increase of 1.5 grade levels; four children advanced three grade levels in the 4- to 5-month period. A definite relationship was established between visual fixation skill and body control, general behavior, and reading ability. Figures and references are included.

7183
Hall, Nason E. and Waldo, Gordon P. "Remedial Reading for the Disadvantaged," Journal of Reading, 11 (November 1967) 81-92.

A systematic remedial reading program was contained in The Youth Development Project for delinquency-prone boys in eight Columbus, Ohio, junior high schools. One hundred and eighty-six delinquency-prone disadvantaged boys in eight experimental classes were compared with 73 boys in regular curriculum control classes. Instruction utilized (1) two paperback texts--The Time Machine by H. G. Wells and The Red Car by Don K. Stanford, (2) the Turner-Livingston Workbook Series, (3) Reader's Digest Reading Skill Builder Series, (4) reading consultant-developed exercise skill sheets, and (5) newspapers. Stanford Reading Achievement Test scores for grades 6 and 7 were compared to show improvement when various factors were controlled. Both the treatment and the control groups improved their reading achievement level during the seventh grade; however, the treatment group improved more than twice as much as the control group. When measured-intelligence was controlled, the treatment group improved more than the control group in every IQ category, with the greatest difference in the two highest categories. When sixth-grade reading achievement was controlled, the treatment group improved more than the control group in every reading achievement category, with the greatest difference in the two highest achievement-level categories. References are included.

7193
Heckerl, John R. and Sansbury, Russell J. "A Study of Severe Reading Retardation," The Reading Teacher, 21 (May 1968) 724-29.

A summary of the backgrounds, diagnostic evaluations, and remedial techniques used in group and individual remedial reading instruction for six boys between the ages of 11 and 14 is presented. Five of the boys were diagnosed as primary reading retardation cases, and the sixth was diagnosed as brain-damaged. Data are presented for a 3-year period of instruction, including summers, and a followup test 2 years later. Mean gain scores on the Gates Primary Reading Tests and the Gates Basic Reading

Tests showed that the period of greatest growth in reading occurred during the 3 years of the remedial program; minimum gains or regressions occurred when the boys returned to public school programs without provisions for further remediation. A mean gain of 3.2 years in Oral Reading and 1.9 years in Silent Reading occurred over the 3-year period. Guideposts are suggested for group remedial therapy. It is concluded that through intensive remediation many reading retardates may reach a fourth- of fifth-grade reading level. Tables and references are included.

6363
Hewett, Frank M.; Mayhew, Donald; and Rabb, Ethel. "An Experimental Reading Program for Neurologically Impaired, Mentally Retarded and Severely Emotionally Disturbed Children," American Journal of Orthopsychiatry, 37 (January 1967) 35-48.

An experimental reading program for nonreading neuropsychiatric patients is described. The program was a modification of the Rainer School project. A basic vocabulary of 155 words was presented in programed lessons using a teaching machine and a supervising teacher. Twenty-six subjects were divided into four disability groups. Ages ranged from 7 years, 8 months to 9 years, 11 months. All had had previous unsuccessful reading training. One normal nonreading girl 4 years, 11 months old, was included in order to obtain comparative training. All children eventually made steady progress. The factors most responsible for the success of the programed approach to reading instruction were structure and reinforcement. A most obvious variable for steady progress was the use of candy and other extrinsic motivators. Further research is suggested. References are listed.

5826
Karlin, Robert. "Characteristics of Sound Remedial Instruction," Reading and Inquiry. International Reading Association Conference Proceedings, 10, Part 2 (1965) 184-86.

Remedial reading procedures are characterized as having the same elements as developmental procedures and should be based on the same learning principles. However, developmental procedures should be refined if they are to be successful with poor readers. Evaluation should precede instruction. Instructional materials should be on a level that the student can profit from in order to create successful learning experiences. Careful instruction should be followed by meaningful practice rather than by rote learning. This can be done by (1) preparing the student for the reading exercise, (2) providing an overall structure, and (3) introducing reading skills in sequence and order of difficulty. Interference in learning can by avoided by (1) the learning climate that a firm but patient and understanding teacher can provide, (2) the presentation of material in quantities that students can manage, and (3) the avoidance of presenting material that requires responses not expected by the student when his learning is incomplete. To facilitate transfer, materials that students are required to read for instructional purposes should be used. Practice of a skill under a variety of conditions also aids transfer. Remedial instruction should be systematic and geared to the maturity levels and interests of the students. Materials originally designed for younger children should be used with older students only if the students understand that the story content is not the reason they are reading them.

7236
Krippner, Stanley. "Etiological Factors in Reading Disability of the Academically Talented in Comparison to Pupils of Average and Slow-Learning Ability," Journal of Educational Research, 61 (February 1968) 275-79.

Etiological factors in reading disability for a high intelligence group were compared to those for average and low intelligence groups. All subjects were elementary and secondary pupils ranging from 7-1 to 15-10 in age. The 26 high intelligence subjects ranged from 113 to 128 in WISC IQ. The 146 subjects of average intelligence ranged from 88 to 112 in IQ. The 34 low intelligence subjects ranged from 70 to 87 in IQ. The subjects were administered several diagnostic tests to determine the etiology of their reading disabilities. When the etiological factors were divided into organic and functional categories, it was noted that the high intelligence group's disabilities were significantly more often functional in origin than were those of the other two groups. References and tables are included.

4674
Krippner, Stanley and Herald, Clare. "Reading Disabilities among the Academically Talented," Gifted Child Quarterly, 8 (Spring 1964) 12-20.

In accordance with Conant's definition of the "academically talented," 21 elementary and secondary pupils were enrolled in the Kent State University Child Study Center for a study of the factors related to their reading disability. The Bond-Tinker formula was used to describe "disabled" in reading. Diagnostic test data were used to arrive at the major contributing causes of disability. Chi square analysis was used to compare the etiological factors of the academically talented and the average groups. A modification of the Rabinovitch system was used in organizing the data. Individual case studies reflected the results of this study in terms of the many-faceted causal factors and the need for further investigation. Tabular description is presented for the etiological factors contributing to the reading disabilities of the two clinical groups. References are included.

5194
Lloyd, Bruce A. "The Relationship Between Visual-Tactual Training and Children's Reading Achievement and Mental Maturity: A Small Sample Study," Journal of the Reading Specialist, 3 (March 1966) 108-12.

Ten children at the University of Wittenberg University Reading Clinic were subjects in a study to determine whether there were significant relationships between performance scores on the Howard-Dolman Depth Perception Instrument and mental maturity and reading achievement. The 17-week program followed a test-retest design, using the California Short Form Test of Mental Maturity and the Lorge-Thorndike Intelligence Test, Non-Verbal. Visual-tactual education involved working with the Howard-Dolman instrument, training in directional and ocular mobility, and walking on a 2"x4" wooden plank once a week. Reading instruction followed a rigid sequence of flash card drills with a vocabulary based on the individual child's needs, comprehension exercises, phonics instruction, and reading games. Means, standard deviations, coefficients of correlation, and t scores were obtained for all factors. Results indicated that the difference between the first and last set of Howard-Dolman performance scores was significant at the .05 level. There was a significant correlation between performance on the Howard-Dolman Instrument and the nonlanguage factors of the California Short Form Test of Mental Maturity. Growth in reading achievement was significant. However, the relationship between reading achievement and Howard-Dolman performance was not significant. Nevertheless, correlations between reading achievement when compared with the first and last Howard-Dolman performance scores tended to increase considerably. Further research is suggested. References are included.

7244
Lloyd, Bruce A. "Objective and Subjective Evaluations of An Upward Bound Summer Reading Program," Journal of the Reading Specialist, 7 (May 1968) 147-52.

Seventy-four high school students were involved in an 8-week Upward Bound developmental reading program during the summer of 1967. The nature and value of this program is discussed. Students were divided into five reading groups each of which met for three 50-minute periods of developmental reading instruction per week. Three areas of reading were emphasized: speed, vocabulary, and comprehension. An objective evaluation was made using prereading and post-reading achievement test results. A subjective evaluation was conducted by having the students fill out a 13-question survey relating to all aspects of the reading program. Both the objective and subjective evaluations revealed that the developmental reading program was of value to a high percentage of the students involved.

7251
Lyle, J. G. "Errors of Retarded Readers on Block Designs," Perceptual and Motor Skills, 26 (n.m. 1968) 1, 222.

When 54 retarded readers performed the Memory-for-Designs Test (MFD) significantly less well than 54 normal readers, it was hypothesized that scores on the Wechsler Intelligence Scale for Children (WISC) Block Designs, another measure of perceptual and perceptual-motor skills, would also show a significant discrimination. However, a comparison of the WISC Block Design scores for the same subjects showed no between-group difference in scale scores. A qualitative analysis of reversals and primitivizations as a percentage of the total errors of each child comprised part of the data. Visual feedback as a performance check in the WISC but not in the MFD is suggested as a possible factor favoring the retarded subjects. References are included.

4104
McDonald, Arthur S. "What Current Research Says about Poor Readers in High School and College," Journal of Developmental Reading, 4 (Spring 1961) 184-96.

Current research about deficient readers in high school and college is analyzed. Studies that describe physical factors, intellectual factors, deficiency symptoms, home influences, educational factors, emotional factors, and use of leisure time are summarized. It was concluded that reading disability in high school and college students originates from multicausal factors and psychological functions. It is suggested that reading instruction should include personal and social adjustment. A 77-item bibliography is given.

3972
Moe, Iver L. and Nania, Frank. "Reading Deficiencies among Able Pupils," Journal of Developmental Reading, 3 (Autumn 1959) 11-26.

Pupils whose standard scores place them well above national norms can be retarded in reading if their reading development is significantly below a readily accessible potential. Two common deficiencies are (1) deficiency in study approaches to chapter-length materials and (2) inflexibility in reading rate. Twelve eighth graders at Campus School, State University of New York, Teachers College, Cortland, New York, met the following criteria: excellent report card marks, high scores on reading tests, and IQ of 110 or better, and pupil-parental consent. An analysis of reading development was made by using standardized tests to identify deficiencies. A set of individual interviews was arranged to assess the students' ability to approach chapter-length material. A corrective program was devised to improve study approaches as well as to increase reading rate according to the type of reading involved. Individual interviewing as well as retesting was done after a 3-months' lapse. All except three pupils read difficult materials faster at this time than they had read simple materials at the beginning of the experiment, indicating that reading problems of able pupils are often unnoticed. A list of conclusions and tables are included.

5900
Nason, Harold M. "The Developmental Program Meets the Challenge of Potential School Dropouts," Reading and Inquiry. International Reading Association Conference Proceedings, 10, Part 2 (1965) 263-65.

Characteristics of the potential junior high dropout and a developmental reading program to meet his needs are described. Children having reading difficulties in junior high school have usually experienced failure in other academic areas. They fear failure and criticism, and intelligence may be a limiting factor. Emotional blocks must be overcome. Therefore, a detailed continuous study of each child is necessary. Success must be assured by determining the level at which the child is currently reading and by starting the reading program at this point. The following guiding principles for a junior high developmental reading program are suggested: (1) maintain classes of 10 or less; (2) begin treatment when warning signs of difficulty appear; (3) maintain consistent activities; (4) provide opportunity to develop independence; (5) encourage reading at home; (6) return to the general program only after the students have mastered all the necessary skills; and (7) provide teachers who have special training in reading and a special feeling for these children.

7298
Orr, David B. and Graham, Warren R. "Development of a Listening Comprehension Test to Identify Educational Potential among Disadvantaged Junior High School Students," American Educational Research Journal, 5 (March 1968) 167-80.

Because traditional scholastic aptitude tests are biased against students with poorly developed written language and reading skills, an attempt was made to develop a listening comprehension test which would estimate the educational potential of disadvantaged eighth-grade boys from Washington, D.C. Interviews revealed that there are no content areas which are of unique interest to disadvantaged boys, and passages of general interest on sports, adventure, and heroes were developed and tape recorded by speakers with both identifiable Washington Negro accents and regional white accents. The test was administered to 393 low-income eighth-grade boys, and full information of the statistical analysis of the results is given. The test displayed acceptable characteristics in terms of its reliability, its correlations with other tests, and its high uniqueness as measured against standard scholastic aptitude and achievement tests by Flanagan's analysis. This latter result supports the hypothesis that listening tests are more appropriate for culturally disadvantaged children and that the effect of disadvantagement may be more closely related to reading proficiency than to verbal proficiency in general. References are included.

5240
Otto, Wayne and McMenemy, Richard A. "An Appraisal of the Ammons Quick Test in a Remedial Reading Program," Journal of Educational Measurement, 2 (December 1965) 193-98.

The validity of the Ammons Quick Test (QT) as a screening test of intelligence for use by remedial teachers with poor readers in a naturalistic setting was appraised. A brief description of the test is included. Subjects were 110 fourth through ninth graders from a large metropolitan school district. Each child was a certified participant in a remedial reading program and had taken a Wechsler Intelligence Scale for Children (WISC) test within 2 years. Boys outnumbered girls. QT's were administered by regular remedial reading teachers. Scores were converted to mental age, and IQ's were computed. Scores obtained on the WISC were compared to QT scores. Means, standard deviations, correlations, and percentages were used to analyze the data. Mean QT scores were consistently higher than mean WISC scores. There was a decrease in QT scores with an increase in grade level. Boys' QT mean scores tended to be higher than QT means for all subjects. There was greater variability in QT scores. Conclusions and references are included.

4478
Rasmussen, Glen R. and Dunne, Hope W. "A Longitudinal Evaluation of a Junior High School Corrective Reading Program," The Reading Teacher, 16 (November 1962) 95-101.

The academic progress of students who started as seventh graders in 1957 in the correctional reading program developed by the Walled Lake Junior High School, Michigan, is compared with the progress of a control group who began the seventh grade in 1956. Academic progress for a 5-year period is reported for each group. The correctional program is described. Two hypotheses were tested: as a result of placement in a correctional reading class, retarded readers with normal intelligence will have (1) greater improvement in reading skills, and (2) a smaller dropout rate. Although other studies reported large gains for students receiving special reading instruction, this study did not. Growth in reading achievement was steady, however. The correctional program greatly reduced the number of dropouts. Other important benefits attributed to the program are described. A table of comparisons between the two groups is given. References are included.

7319
Robbins, Melvyn P. "Test of the Doman-Delacato Rationale with Retarded Readers," Journal of the American Medical Association, 202 (October 1967) 389-93.

The influence of a program based on the Doman-Delacato theory of neurological organization on the reading development of retarded children was investigated. Subjects were 149 children in grades 3 through 9 who were divided into experimental, control, and nonspecific groups. The three null hypotheses tested were that (1) reading is not related to creeping, (2) reading is not related to laterality, and (3) reading improvement is not related to exposure to the experimental or nonspecific program. Creeping and laterality were considered indicators of neurological organization. It was concluded that the data did not support the postulated relationship between neurological organization (measured by creeping and laterality) and reading achievement and that the data did not support the contention that the addition of the Delacato program to the ongoing curriculum of the retarded readers in any way enhanced their reading development when compared to similar children not exposed to the experimental program. References are included.

4487
Robinson, Helen M. and Smith, Helen K. "Reading Clinic Clients--Ten Years After," Elementary School Journal, 63 (October 1962) 22-27.

The program at the University of Chicago Reading Clinic is discussed. In 1958 the first followup study of subjects 10 years after they were enrolled in the clinic was made. Information concerning academic accomplishments and/or occupational status was secured through interviews and questionnaires sent to former subjects and their parents. A sample was drawn from clients who were given a diagnosis only and from clients who were also given remedial instruction. Forty-four subjects were chosen, and data for each was secured and tabulated to answer specific questions concerning school progress, type of positions that the former clients held, extent of reading reported by these students, and reaction of parents to the services of the clinic. The findings in answer to these questions are cited in some detail; tables pertaining to the questions are included.

4313
Roman, Melvin. Reaching Delinquents Through Reading. (Springfield, Illinois: Charles C. Thomas, 1957) 125p.

An investigation of the effectiveness of tutorial group therapy in facilitating psychosocial adjustment and correcting some aspects of reading retardation in adolescent delinquent boys is reported in book form. Subjects were 21 boys ranging in age from 13 to 16, whose reading achievement was at least 2 years below expectancy, and whose IQ's ranged between 65 and 95. All had been adjudged delinquent and were on active status with the Treatment Clinic of Manhattan Children's Court. The subjects were divided into three groups: remedial group reading, tutorial group therapy, and interview group therapy. Pre-post materials and tests used were case histories, Wechsler Intelligence Scale for Children (WISC), Short Form, Gray Oral Reading Paragraphs, Rorschach, Human Figure Drawing Test, Szondi Test, and adjustment ratings. Ranking, analysis of variance, difference scores, gain in percent, and t tests were used to analyze the data. Tutorial group therapy affected greater improvement in psychosocial adjustment than either group remedial reading or interview group therapy. The tutorial group showed a greater tendency toward improvement in reading ability. Tables, figures, and an extensive bibliography are included.

6974
Rowell, Charles Glennon. Changes in Attitude Toward Reading and Its Relationship to Certain Variables among Children with Reading Difficulties. 161 p. (Ed.D., George Peabody College for Teachers, 1967) Dissertation Abstracts, 28, No. 5, 1630-A. Order No. 67-15,001, microfilm $3.00, xerography $7.60 from University Microfilms.

The relationships between change in attitude toward reading of disabled readers and achievement in basic reading skills, change in level of comprehension, achievement in reading vocabulary, sex, socioeconomic status, and age were studied. Forty randomly selected elementary and junior high school students who participated in a corrective reading program were subjects. The control group included 30 students who were recommended but who did not participate in the program. Attitude toward reading was measured by a locally constructed instrument. Achievement in reading was measured by the Silent Reading Diagnostic Tests and the Gates Basic Reading Tests. Warner's Scale of Index of Status Characteristics was used to determine socioeconomic status. It was concluded that the corrective program was effective in improving both reading skills and attitude toward reading. The program was also effective in improving attitudes toward conventional reading activities. The results indicated that success in learning skills is important to the development of positive attitudes toward reading. Sex, age, and socioeconomic level were not significant.

7331
Ryan, Eunice G. and Torrance, E. Paul. "Training in Elaboration," Journal of Reading, 11 (October 1967) 27-32.

Twenty-four seventh-grade students were assigned to two classes in remedial-developmental reading for a 2-week program which emphasized a variety of elaboration exercises in connection with materials read individually and in groups. Pretests and post-tests consisted of alternate forms of the Torrance Tests of Creative Thinking (Verbal Forms A and B) and the Iowa Tests of Basic Skills (Forms 1 and 2). Gains in elaboration on the test of creative thinking tended to be related to gains in comprehension, graph reading, and reference skills significant at the .05 level. The study emphasized the idea that elaboration exercises involving filling in gaps, going beyond the written word, predicting from incomplete information, and obtaining additional information from other sources can contribute to improved reading development. References are included.

5906
Saine, Lynette. "General Principles Underlying Good Remedial Instruction," Improvement of Reading Through Classroom Practice. International Reading Association Conference Proceedings, 9, Part 3 (1964) 149-50.

Based on the realization that a good remedial junior high reading program is fundamentally developmental and is integrated in a language arts or communications program, several imperative principles of remedial instruction were presented: (1) the faculty and staff should be in substantial agreement as to what constitutes a retarded reader; (2) any secondary program should be structured with full awareness of unanswered questions and peculiarities that exist at the level; (3) success will depend on the school's developmental program, needs and preparation for remedial service in the school, and availability of qualified personnel to implement it; (4) beginning at the student's reading level, the teacher must focus on words and materials of intrinsic value to the student and deal with ideas in areas that demonstrate the values of reading; (5) evaluation of progress must be a two-fold effort to direct the student toward reentry into the regular developmental reading program with the student being aware of his problems and abilities and participating in setting his goals and with the teacher diagnosing, assessing, and recommending; and (6) no student should be forced to participate in the program. References are cited.

5272
Sawyer, Rita I. "Does the Wechsler Intelligence Scale for Children Discriminate Between Mildly Disabled and Severely Disabled Readers?" Elementary School Journal, 66 (November 1965) 97-103.

Five questions relating to the discriminatory powers of the Wechsler Intelligence Scale for Children were investigated in a study made by the Syracuse University Reading Center. Subjects were 90 mildly disabled and 90 severely disabled readers (boys predominated in this group) from the Center. Ages of the subjects ranged from 8 years to 15 years, 5 months. Children whose primary difficulty was emotional were not included in the sample. Results showed that the test did discriminate between the two groups. The different subtests played different roles in the discrimination when only boys were considered. As chronological age increased, the ability of the subtests to discriminate decreased. When fewer subtests than originally planned were used, discrimination was still effective. A pupil outside a given sample could be assigned with reasonable assurance to either group by using the discriminating equations developed in the study. Two main implications for education derived from the study are discussed. Tables and references are given.

Smiley, Marjorie B. Development of Reading and English Language Materials for Grades 7-9 in Depressed Urban Areas. 94 p. (CRP-H-022, OEC-SAE-3-10-015, City University of New York, Hunter College, 1968) ED 021 703, microfiche $0.50, hard copy $4.80 from EDRS.

The Hunter College Project English Curriculum Center (1962-68) developed and field tested 14 units in English language arts for junior high school students in depressed urban areas who were reading an average of 2 years below grade. The purpose of the curriculum was to interest and motivate students by providing them with literature related to their own lives and by involving them in language activities related to their concerns. The anthologies which served as the core of these units dealt with human interest themes and included selections about minority groups. Each unit included a detailed manual for teachers, supplementary audiovisual materials, and an annotated book list for individualized reading. The methodology emphasized active learning and learning sequences which would aid students to discover concepts and principles. Special attention was given to study and test-taking skills. These units were field tested in schools in New York, Ohio, Florida, and California. Approximately 5,000 students participated. Teachers, students, and independent observers judged the units relevant to student interests, motivating, and teachable. Schools which reported reading scores generally showed that students in the experimental program achieved gains equal to or better than comparable control groups.

5907
Smith, Helen K. "Identification of Factors that Inhibit Progress in Reading," Reading and Inquiry. International Reading Association Conference Proceedings, 10, Part 2 (1965) 200-02.

Factors inhibiting progress in reading and the clinical identification of these factors are discussed. Generalizations resulting from research on inhibiting factors are listed. The following inhibiting factors most commonly related to reading retardation and suggestions for their identification are noted. (1) Farsightedness and lack of binocular coordination can be identified by a visual screening test that includes checks of near- and far-point vision as well as binocular coordination. (2) Loss of auditory acuity can be accurately identified by the audiometer.

Auditory discrimination can be evaluated by the Wepman Auditory Discrimination Test. (3) Emotional problems can be identified through observations, interviews, case histories, and projective techniques. (4) Clients with gross neurological difficulties have observable physical handicaps. Case history information is also important in this area. (5) Environmental factors can be assessed by home visitation and by careful questioning and observations. (6) Inappropriate educational practices can be determined through school records, teacher comments, case histories, interviews, and conversations with clients.

Staats, Arthur W., et al. "Motivated Learning" Reading Treatment with Additional Subjects and Instructional Technicians. 21 p. (OEC-5-10-154, University of Wisconsin, Madison, 1967) ED 015 110, microfiche $0.25, hard copy $1.15 from EDRS.

A method of treating reading deficits based upon an extrinsic motivational system previously employed successfully with a single subject was extended to 18 additional subjects. The junior high age subjects included retarded children in special classes, several emotionally disturbed children, and culturally deprived children. The method of training used in the original study was simple to administer. It was hypothesized that subprofessional personnel could be employed to administer the treatment. Adult volunteers and high school seniors were used as the instructional technicians. The 18 subjects were given 38.2 hours of training in daily half-hour sessions during which period the average reinforcement earned was $22.29. The mean number of single word reading responses was 94,425. The rate of reading accelerated over the period of training, even though the reading material became more difficult. This occurred during a period when progressively less reinforcement was given per reading response. A mean of 616.8 new words was learned, and 70.9 percent of these was retained in a long term test. The attention, attendance, cooperation, and diligent work behavior of the various children were maintained in good strength throughout the duration of the study.

3798
Tufvander, Ellis A. and Zintz, Miles V. "A Follow-Up Study of Pupils with Reading Difficulties," Elementary School Journal, 58 (December 1957) 152-56.

A study was made to determine to what extent the Educational Clinic at the Iowa State Teachers College helped pupils who had been referred there because of reading difficulties. Eighty-two children who had been referred to the clinic were retested to determine how much reading improvement they had made since leaving the clinic. The sample was divided into two groups: (1) 40 children who had been referred to the clinic for testing and recommendation but who received no remedial instruction at the clinic and (2) 42 children who had been given a reading analysis and received remedial instruction under the supervision of the clinic. In testing reading growth after referral to the clinic, no statistically significant evidence was found which indicated that the remedial instruction given in the clinic resulted in greater growth than was made by the group which did not receive such treatment. However, more children who were not given remedial help in the clinic received special help, either from parents or teachers, than those who were given remedial help in the clinic. It was noted that more reading growth took place when parents received clinical recommendations and followed them. Tables are included.

3911
Turner, Carla S. "Remedial Reading Pays Dividends in the Junior High School," English Journal, 48 (March 1959) 136-40, 153.

The remedial reading program initiated at the Sarasota, Florida, Junior High School is described. Participating pupils usually had an IQ of 90 or more and were 2 or more years retarded in reading. The pupils met for one period a day. No grades were given; individual aid was available; students were permitted to follow their own reading interests. Daily procedures and materials are described. On Tuesdays and Thursdays each pupil took two comprehension tests in the Mc-Call-Crabbs Standard Test Lessons in Reading. Gains made on the Gates Reading Survey Test, Form II, given at the end of the first semester and Test II given at the end of the second semester are summarized. The data were not sufficient to evaluate the relationship between a pupil's progress and the amount of remedial training he had received. Some of the following changes were noted: increase in number of children taking books home, progression from an easy to a more difficult book, loss of dread of reading aloud individually, improvement in other classes such as mathematics and science. All pupils were reading books. Planned changes in the program are listed.

6521
Van Gilder, Lester L. "Improving the Comprehension of the Emotionally Disturbed," Reading and Inquiry. International Reading Association Conference Proceedings, 10, Part 2 (1965) 205-07.

Summaries of selected studies on different factors related to reading disability at the high school and college level indicate that no single cause or factor is responsible for reading difficulties. Although the results of these studies often conflict, pertinent research suggests that physical, intellectual, and emotional factors, as well as associative learning, affect reading ability. They may act at different times either as predisposing factors or as precipitating factors. A single factor will become functional only in connection with other factors as part of a psychopsychological matrix. Because of the complexity of underlying causes of reading disability, the ultimate goal of reading instruction must be the modification of the student's personal and social adjustment whenever it impedes his reading ability.

Programs for the Able Student

4232
Gowan, J. C. and Scheibel, R. W. "The Improvement of Reading in Gifted Children," Educational Administration and Supervision, 46 (January 1960) 35-40.

The extent to which remedial reading techniques can improve the reading rate of gifted children was studied. Two classes of gifted tenth-grade honor English students in a large suburban high school were selected as subjects. The control group was comprised of a class of 27 students in the conventional English program; a class of 34 students comprised the experimental group. Pre-post testing was given both groups with the Iowa Silent Reading Test, and the experimental group was additionally tested with the SRA Reading Book Two speed tests. The remedial reading program of the experimental group consisted of 6 weeks' intensive training in remedial reading techniques, with emphasis on speed. It consisted of lectures, reading materials, individual help, drill, tests, and tachistoscope and slides usage. At the end of the program, significant improvement at or beyond the .01 level of confidence was noted for the experimentals over their pretests, and for the experimentals over the controls. The merits of speed training for gifted children are discussed. References are listed.

5743
Sparks, J. E. "Experience Needs of Capable Students," Reading and Inquiry. International Reading Association Conference Proceedings, 10, Part 2 (1965) 57-59.

Special seminars for the academically talented student at Beverly Hills (California) High School are discussed. Criteria for invitation to join the seminar are IQ of above 130, reading scores in the 98th to 99th percentiles on standardized testing, and grades of A or B. Each of the four weekly seminars consists of students from grades 9 through 12. Once the invitation to join is accepted, the students may remain in the seminar for their 4 years of high school. The curriculum is primarily in the field of humanities and includes readings in philosophy, discussions on contemporary world affairs, and training in advanced reading and study skills. Each student must keep a notebook covering his 4 years of work. Grades are not given, but students do receive semester credit. During holidays students are assigned to read a short story per day. An annual seminar banquet gives parents the opportunities to observe groups in active discussions. Each year the reading and study skills consultant appoints a senior to serve as the student director. The final session of the term serves as a written and oral evaluation.

5002
Starkman, Stanley S. "The Effect of Training in Reading on Performance on a Scholastic Ability Test," Psychology in the Schools, 2 (April 1965) 137-40.

The effect of training in reading on scholastic aptitude scores is studied. Thirty-eight girls from New Trier Township High School in Winnetka, Illinois, were divided into two groups for the investigation. All subjects had taken the SAT test in their junior year. An experimental group of 19 girls was selected at random from a larger group of girls referred during their junior year for developmental reading by the college counselor. These girls attended the Developmental Reading Program (DRP) held 1 hour a day, 3 days a week, for 18 to 24 weeks depending on the student's progress. A control group of 19 girls was selected at random from a larger group planning to retake the Scholastic Aptitude Test (SAT) in their senior year. The Cooperative English Test-Reading Section (CET) was administered at the beginning and end of the program. Results suggested that successful completion of a DRP did not give subjects a differential advantage over subjects who did not take such a program. Details of method and a discussion of results are included. Tables and references are provided.

Programs for Miscellaneous Students

7061
Arnold, Richard D. "Four Methods of Teaching Word Recognition to Disabled Readers," Elementary School Journal. 68 (February 1968) 269-74.

Twelve boys, ages 11 to 16, all living in a metropolitan county institution for delinquents, were taught to recognize words by the visual, auditory, kinesthetic, and combination teaching methods. IQ's as measured by the Peabody Picture Vocabulary Test ranged from 80 to 105; reading scores ranged from 1.2 to 4.1 on the Wide Range Achievement Test. The Mills Learning Methods Test, in which the teaching period was followed by a test of immediate recall and a test of delayed recall administered the following day, was used as the instructional model. Each child was taught 10 different words by the four teaching methods, and his four test scores were compared to determine which method of learning was most suitable for him. Subjects were taught in groups of three each day, but each subject had only one instructional period with each of the other subjects. For purposes of analysis, subjects were separated into three groups of four, with each group as homogeneous as possible on relevant dimensions. An analysis of variance showed a significant difference in which the kinesthetic method was the least effective of the four teaching methods for immediate recall, but a nonsignificant difference for delayed recall data. The initial reading scores were a much better predictor of amount learned than was IQ. Tables and references are included.

6757
Carter, Margery Lee Calhoun. An Exploratory Assessment of "Average" Students in Selected English Classes in the Detroit Public School System. 239 p. (Ed.D., Wayne State University, 1966) Dissertation Abstracts, 28, No. 3, 996-A. Order No. 67-10,474, microfilm $3.10, xerography $10.80 from University Microfilms.

An exploratory assessment of students' levels of ability, achievement, and interests within the area of the English curriculum was made in 18 average 11-B English classes in Detroit. The California Test of Mental Maturity scores showed a range of "superior" through "very inferior" in language ability. Below-average performance in School and College Abilities Test assessments of verbal aptitude were exhibited by 88 percent of the group; 85 percent performed below the national norm in STEP assessments of reading and writing achievement. A specially constructed Activity Rating Scale rated activities commonly used in language programs. Positive and negative attitudes were obtained through expressions recorded on the Critical Incident Questionnaire. The students indicated favorable interest in reading short stories, newspapers, books on assorted subjects, science fiction, and material written by students. Most students approved of writing letters, book reports, and short stories. Other preferences are also listed. Among the dislikes, students mentioned reading plays from the past and writing and listening to poetry.

3947
Entwisle, Doris R. "Evaluation of Study-Skills Courses: A Review," Journal of Educational Research, 53 (March 1960) 243-51.

Twenty-two reports of evaluations of college and high school study skills courses are reviewed. The results of each course are summarized in tabular form and discussed according to (1) kind of student, (2) criterion used for evaluation, (3) baseline used (control), (4) methods used to correct for bias, and (5, 6) immediate and followup gains. Conclusions indicating the effectiveness of the study skills courses are listed; sizes of gains for 15 of the courses are presented in a table. A 38-item bibliography is included.

3506
Forlano, George and Wrightstone, J. Wayne. "Measuring the Effectiveness of Special Reading Instruction in Selected Vocational High Schools," High Points, 38 (March 1956) 31-36.

Three equivalent forms of the Metropolitan Reading Achievement Test for Grades 5, 6, and 7 were administered to equated control and experimental groups from four vocational high schools. Each of the 131 pairs of students compared were matched on several factors--sex, age, IQ, school grade, initial reading score, and attendance. The experimental students were retarded readers who attended special reading classes. The reading instruction given to the control students was that normally expected in an average English class. After one term of instruction (about ½ of the school year) the experimental students slightly exceeded their counterparts in reading achievement. When the period of special instruction was in operation for two successive terms, the experimental group showed a gain of almost one term over the reading growth of the control students. For the types of reading classes used in this study to be effective, it appears that the duration of special reading instruction should be at least two terms.

6886
Lehrman, Raymond Henry. The Effects of Social Reinforcement of Pass or Fail on Comprehension and Eye-Movement Behavior of Seventh-Grade Boys at Three Levels of Reading Ability During a Series of Equated Reading Tasks. 90 p. (Ed.D., University of Oregon, 1966) Dissertation Abstracts, 27, No. 9, 2889-A. Order No. 67-1864, microfilm $3.00, xerography $4.60 from University Microfilms.

A population of 120 seventh-grade boys was divided into three groups according to measured reading achievement. Each group read a series of six short selections at their independent reading level before a Reading Eye camera which made a photographic record of their eye movements during the reading act. After completing each selection, the subjects were given a 10-question, true-false oral examination designed to test comprehension of the selection. One-half of the 40 subjects at each level was selected randomly to receive a social reinforcement of "pass" at the conclusion of each comprehension test, regardless of actual performance. The remaining half was scheduled for a reinforcement of "fail." An analysis of the data indicated the following results: (1) There was a significant difference in reading performance as a function of levels of reading ability for all measures of eye-movement behavior. Less efficient performance was associated with lower reading levels. There were no significant differences in comprehension. (2) Social reinforcement of "fail" produced significantly lower mean comprehension scores than did "pass." Eye-movement behavior was not significantly different under "pass" or "fail" reinforcement. (3) Across repeated task measures, overall comprehension increased while eye-movement performance became less efficient or did not change.

5815
Smith, Edgar Warren. "A High School Program for the Bilingual," Reading and Inquiry. International Reading Association Conference Proceedings, 10, Part 2 (1965) 280-82.

Teaching reading to bilinguals in the Albuquerque (New Mexico) High School is described. Sophomore students are assigned to 31 sections, eight for above-average readers and 23 for below-average readers. The below-average classes are subdivided into 10 basic language arts classes, two repeat classes, and 11 classes of substandard achievers whose reading and language arts skills are above those of the basic language arts groups. There are seven regular classes and one advanced class. To offset the complications of bilingualism and cultural deprivation, the basic goal of the English language program is communications in all language arts areas. With modifications, English is taught as a second language by an aural-oral approach. To meet the needs of these bilingual students, tailormade instructions of special short-form exercises adapted to real student problems are used. Commercial materials are used where practical. Many additional materials are written by the teachers. Vocabulary building is stressed. Interest and motivation to learn are recognized as problems, and the bilingualism of the students is considered a valuable skill to be developed. An attempt is made to develop both the native tongue and the second language to a point of practical fluency.

6997
Smith, James William. An Assessment of a Curricular Practice Designed to Improve High School Students' Reading Ability. 103 p. (Ed.D., University of California, Berkeley, 1966) Dissertation Abstracts, 27, No. 11, 3680-A. Order No. 67-4980, microfilm $3.00, xerography $5.20 from University Microfilms.

An intensive, 30-session, developmental reading unit offered in a reading center, designed to improve reading rate and comprehension, was included in the curriculum for ninth-grade students of one school. The control group, from another school, studied the regular English course of study. Instruction in both schools was given in honors, college preparatory, and basic curriculum groups. Results of the Diagnostic Reading Test, Survey Section, Upper Level, yielded means and standard deviations. The differences between the means were compared and t's were computed. Each experimental instruction group increased its reading rate and comprehension scores significantly at the .01 level, with the exception of the increase in the comprehension scores of the experimental basic curriculum group. The mean increases of the experimental groups were significantly greater except for the reading comprehension scores of the honors group and the reading rates of the basic curriculum group of the experimental school. It was concluded that the experimental curricular reading practice was significantly superior to the usual (control) instruction in reading.

5292
Sonenberg, Charlotte and Glass, Gerald G. "Reading and Speech: An Incidence and Treatment Study," The Reading Teacher, 19 (December 1965) 197-201.

An investigation was undertaken to discover the incidence of functional articulatory speech defects among a group of remedial readers and to compare the reading progress of children with functional speech problems who were given both speech and reading therapy with the progress made by a matched group who received only reading therapy. Forty children, aged 7 to 16, who were admitted to the Adelphia University Reading and Study Center summer session were administered the Durrell Analysis of Reading Difficulty Test and were interviewed in the presence of a speech therapist who analyzed their conversational speech patterns. Directed speech was tested by the Hejna Picture Card Test; auditory discrimination was tested. The subjects were divided into a control group which received only reading therapy and into an experimental group which received both reading and speech therapy. The control and experimental groups were tested at the end of the 6-week session and again 6 weeks later. The experimental group showed more discernible reading improvement than the control group. Many poor readers with defective articulation had problems of auditory discrimination. Findings indicated that speech therapy given in addition to reading therapy to remedial readers with functional speech defects tended to improve reading skills beyond the improvement shown by remedial readers with functional speech problems who received only reading therapy. References are included.

7012
Sullivan, Dorothy Douglas. An Evaluation of a Proposed Teachers' Guide for Improvement of Reading Achievement of Tenth-Grade Vocational Agriculture Students in Selected Maryland High Schools. 281 p. (Ed.D., University of Maryland, 1965) Dissertation Abstracts, 27, No. 6, 1724-A. Order No. 66-956, microfilm $3.65, xerography $12.85 from University Microfilms.

A guide for agriculture teachers was written to present the nature of the reading process and the reader, the objectives of reading instruction in vocational agriculture, and the procedures for developing the various reading skills utilized in vocational agriculture programs. Two vocational agriculture units were taught to experimental and control classes. Experimental teachers used the reading improvement procedures outlined in the guide. Pretest and post-test measures of achievement in reading were obtained with the Diagnostic Reading Tests, Survey Section. Analyses were used to determine whether experimental students made significant achievement gains in reading, science, and social studies. Questionnaires and interviews were used to obtain the experimental teachers' evaluations and the extent to which they used the guide. There was no conclusive evidence that the guide was effective in helping the students make significant reading achievement gains, and experimental students made no significant gains in science and social studies achievement. There were positive and significant relationships between intelligence and reading achievement. The teachers considered the guide valuable and recognized the importance of incorporating reading improvement procedures into the vocational agriculture program.

5342
Wright, John C. "High School Students in a College Reading Class," Journal of Reading, 9 (March 1966) 238-41.

The progress made by high school and college students enrolled in the same voluntary college-level reading class at DePauw University was compared. The class met three times a week for 8 weeks. Progress was assessed by subjective judgment of the instructor and analysis of objective test data. The former included attendance, class discussion, interaction, and daily progress records. Eleven high school and 18 college students completed the Nelson-Denny pre-post tests. Correlations, t tests, and an analysis of covariance were used to analyze the data. There was a significant change on the Rate subtest for the combined group. When initial differences were held constant, there were no significant differences between the means of the high school students and the means of the college students on the post-test. The report of the instructor was similar for both groups on the subjective measures. Tables are included.

Evaluating Programs

6805
Francis, James Frank. An Evaluation of Selected, Graded vs. Non-Graded Occupational Literature Units as Sources of Vocational Information and Reading Skill Development Materials. 217 p. (Ed.D., Boston University, 1966) Dissertation Abstracts, 27, No. 8, 2441-A. Order No. 66-14,783, microfilm $3.00, xerography $9.90 from University Microfilms.

Three hundred high school seniors were divided into two equal groups of 150 students each and were equated on IQ, reading achievement, high school curriculum, and sex. For 10 weeks, the control group received regular classroom instruction in English and explored career opportunities according to their inclination using nongraded vocational information materials. During this same period, the experimental group received instruction in the reading skills of directed reading, word meaning, comprehension, and speed reading as supplementary work in their English classes. Content material for the reading skill exercises was obtained from 212 selected paperbacks varying in difficulty from grade 8 through 16 and categorized into 10 occupational interest groupings. Reading difficulty was determined with the Flesch Readability Formula. Pre and post measures administered to both groups included the Iowa Silent Reading

Test, Advanced Forms AM and BM, the California Occupational Interest Inventory, and an occupational interest survey questionnaire. A comparison of the two groups revealed significant differences favoring the experimental group in total score and in the comprehension subtest of the Iowa Silent Reading Test. A comparison of the percentage of students indicating independence in career choice revealed a significant difference favoring the experimental group. No difference was found between the groups in the percentage matching job choice with measured interest.

4933
McDonald, Arthur S., Ed. "Research for the Classroom: Assessing the Effects of Reading Programs." Journal of Reading, 8 (May 1965) 417-21.

A summary of studies dealing with the effects of reading programs on high school and college students is given. Some of the major problems described are determining the amount of improvement following the completion of a reading course, reporting benefits of reading courses in terms of increased rate of reading, and correcting the lack of improvement in research design in the past 30 years. The following are discussed as areas needing further investigation: the selection of measuring instruments and of less ambiguous experimental conditions, the measurement of various kinds of material, and the development of procedures minimizing invalid variance due to external factors. A 24-item bibliography is included.

Instructional Procedures

- Mechanical Procedures
- Individualized Procedures
- Programed Instruction
- Procedures for Increasing Rate
- Miscellaneous Procedures
- Readability of Instructional Materials

Mechanical Procedures

6256
Amble, Bruce R. and Muehl, Siegmar. "Perceptual Span Training and Reading Achievement of School Children," *Journal of Educational Psychology*, 57 (n.m. 1966) 192-206.

Three studies to assess the usefulness of tachistoscopically presented phrase reading material are presented. The material was designed to increase perceptual span and integrative phrase reading habits. In Experiment 1, matched groups of fifth and sixth graders received 5 hours of instruction in either the 5200 phrase training program or the 420 program. The Iowa Silent Reading Test and the Iowa Test of Basic Skills were administered. The students assigned to the 5200 program read significantly better after training. Experiment 2 cross-validated the findings of the first experiment. Experiment 3 investigated the use of phrase-reading training with intermediate grade and junior high school students in remedial reading programs. The phrase-reading program was a useful supplementary method. In all experiments, the methods and procedures are described. References are included.

4045
Bormuth, John R. and Aker, Cleatus C. "Is the Tachistoscope a Worthwhile Teaching Tool?" *The Reading Teacher*, 14 (January 1961) 172-76.

The effectiveness of the tachistoscope to increase reading speed, to improve or maintain comprehension, and to increase vocabulary was investigated. Four sixth-grade classes in two public elementary schools in Munster, Indiana, were divided into control and experimental groups. Reading instruction, which was equated in several ways, was given at the same hour each day, and equal time was given to each group. The experimental group was given two tachistoscope exercises per week, and the control group received regular instruction. Program procedures are discussed. The SRA Primary Mental Abilities Test and the Iowa Silent Reading Test, Form Am, were given all subjects as pretests. The Iowa Silent Reading Test, Form Bm, was used as the post-test. The 39 pairs of pupils finally chosen for comparison were matched on the basis of sex, intelligence, age, and similar test scores. Data were analyzed, at the end of the 20-week period, by the critical ratio. No significant differences were noted between groups. The findings are discussed. References and tables are included.

4046
Bottomly, Forbes. "An Experiment with the Controlled Reader," *Journal of Educational Research*, 54 (March 1961) 265-69.

An experiment is reported in which the effect of a short-term reading program using the controlled reader was compared with that of a developmental program in boosting speed and comprehension. Four specific questions, dealing with speed gains, comprehension gains, retention of acquired skills, and relationship of scholastic ability to reading ability gains, were set for the study involving 460 pupils from two widely-separated elementary schools in Spokane. Experimental and control groups were organized in each school, at the fifth- and eighth-grade levels, with pupils in each group equated on the basis of age, sex, mental ability, and achievement scores. The experiment, lasting approximately 6 weeks, measured preachievement and post-achievement through formal tests. Null-hypothesis at .05 level was used to test mean differences in reading scores for all experimental and control groups. Important data concerning "growth factors" in judging retention of acquired skills are stated as outstanding contributions of the study. A summary of values derived from the investigation concerns only those points of potential for the Spokane schools. Tables are included.

5867
Carrillo, Lawrence W. "Methods of Teaching Reading in the Junior High School," Challenge and Experiment in Reading. International Reading Association Conference Proceedings, 7, Part 2 (1962) 47-49.

In the departmentalized junior high school, teaching reading becomes the responsibility of every teacher, and it should include instruction in developmental, corrective, and remedial reading. Teachers have been generally found to use a combination of methods and varied materials. The basal readers have been shown to offer an advantage for the inexperienced teacher because they provide a sequential skills development program and an explicit teacher's guide. But multilevel boxed materials have been successfully combined with basal readers or anthologies to make a stronger program. Both should lead to reading in supplementary or trade books. However, no single material or method has provided the complete answer to reading instruction. A good program combines varied materials and methods with well-trained teachers to meet the individual needs of pupils. References to books designed to help secondary teachers learn more about the teaching of reading are included.

5078
Cawley, John F.; Chaffin, Jerry; and Brunning, Herbert. "An Evaluation of a Junior High School Reading Improvement Program," Journal of Reading, 9 (October 1965) 26-29.

The extent to which the reading improvement program itself could yield appropriate gains was studied. This was not a remedial program involving disabled readers. Two groups of students entering seventh grade who met criteria established by the reading specialist were selected. Group A consisted of 72 students who were reading below their grade level. Group B, 77 students, was selected by essentially the same criteria. Group A used the Science Research Associate Reading Laboratory, Reading for Understanding Laboratory, Progress Folders with Better Reading Books, and the Controlled Reader. Group B utilized the Science Research Associate Reading Laboratory and the Controlled Reader as well as individual instruction. The effectiveness of specific materials was not studied. The Iowa Silent Reading Test, administered three times (September, January, and May), was used to assess pretest and post-test status. Reading gains for both groups were significant at the .005 level. The results indicate that a reading improvement program conducted by teachers who concentrate their efforts in this area and who structure a program adjusted to the needs of students can yield significant improvement. References are included.

6830
Handelman, Zita Klang. The Effects of the Controlled Reader on the Reading Improvement and Personality Adjustment of Students Enrolled in a High School Summer Reading Workshop. 151 p. (Ed.D., Rutgers, the State University, 1967) Dissertation Abstracts, 28, No. 4, 1207-A. Order No. 67-12,024, microfilm $3.00, xerography $7.20 from University Microfilms.

Sixty high school students who were socially restricted because of economic deprivation were randomized into six sections of reading in a 6-week summer workshop. Three methods of reading instruction were used: book-centered techniques only, book-centered techniques and machines used substantively, and book-centered techniques and machines used as placebo. Reading ability and personality adjustment were measured before and after the 6-week workshop by the Gates Reading Survey Test and the California Personality Test. The book-centered and machine placebo method was significantly more effective than the other two methods in improving reading skills, and the book-centered techniques method was significantly more effective than the other two methods in improving personality adjustment.

3746
Karlin, Robert. "Machines and Reading: A Review of Research," The Clearing House, 32 (February 1958) 349-52.

Research investigating the value of mechanical devices in teaching reading which was reported from 1939 to 1956 is reviewed. Three types of machines were investigated--flashmeters, pacers, and films. Studies are reported at the elementary, secondary, college, and adult levels. Gains in reading rate achieved through the use of mechanical devices were reported in several studies. In 11 of 12 studies contrasting natural reading and machine reading, it was found that the groups that received training in natural reading either equaled or surpassed the machine-trained groups in rate of reading. It is suggested that outcomes in speed of reading similar to those achieved through the use of special instruments may be expected from suitable reading instruction. The financial investment for the purchase of reading machines is questioned. References are included.

3528
Leavell, Ullin W. and Wilson, Grace E. "Guided Free Reading Versus Other Methods in High School English," Peabody Journal of Education, 33 (March 1956) 272-80.

The comparative value in relation to the improvement of reading skills in a developmental reading program using (1) two types of mechanical devices, (2) a direct approach other than mechanical devices, (3) a guided free reading program, and (4) a certain prescribed course of study was studied. Twelve low sophomore English classes near Dallas were divided into six groups of two classes each. They were Group A (accelerator), Group B (tachistoscope), Group C (accelerator and tachistoscope), Group D (direct), Group E (guided free), and Group F (control). The Iowa Silent Reading Test, the Diagnostic Reading Test, and an unspecified intelligence test were administered. Materials and procedures for each treatment group are noted. Analysis of covariance and mean gain scores were used to analyze the data. An analysis of the median scores on the Iowa Test did not favor any specific method within the normal or superior IQ range. The Diagnostic Reading Test showed significant differences among the groups. Other results, conclusions, and references are included.

46[illegible]4
Marquis, Bettylee Fults. "Developmental Reading--New Albany High School," Journal of Developmental Reading, 7 (Autumn 1963) 58-62.

A developmental reading program was initiated at New Albany Senior High School in September 1960 for the improvement of individual reading efficiency. The program was composed of one full-time teacher in a developmental reading laboratory, devices, class texts, and library books to obtain a balanced approach. During the first year, 700 seniors, juniors, and sophomores attended a minimum of 30 sessions each. Gains in reading comprehension, reading speed and average scores and percentiles on nationally used tests for all classes were recorded. The greatest percentage gains in medial tests were shown for the sophomores, but the senior medial tests used were beyond the twelfth-grade level. The lowest percentile gains were shown for the juniors. However, all classes participating were on an accelerated program and had started with the highest ratings in the program. Only gains beyond the average yearly increase needed to maintain percentile ranks were listed as increases. Recommendations based on the 1961-1962 evaluations are given. Tables are included.

3968
Mayhew, Jean B. and Weaver, Carl H. "Four Methods of Teaching Reading Improvement at the College Level," Journal of Developmental Reading, 3 (Winter 1960) 75-83.

The gains in reading skills made by 96 beginning university students in regularly scheduled classes under four methods of instruction were compared. The students, with a reading level below tenth-grade, participated in the study which extended through two autumn semesters. All four sections were taught by the same instructor. Different teaching techniques and learning materials were used for each section: Condition I, Harvard Reading Materials; Condition II, Science Research Associates Better Reading Book 3 and the SRA Reading Progress Folder; Condition III, both SRA and Harvard Reading materials, the Harvard Reading Films, and the tachistoscope; Condition IV, both SRA and Harvard Reading materials on an alternating basis and no visual aids. The California Reading Test, Forms A and C, were administered as the pretest and post-test. Analysis of variance was used to evaluate the differences between group means and group mean gains. Data were evaluated by analysis of covariance. No significant differences were found among the first three conditions, but under the fourth condition learning was significantly lower. It was concluded that varying the reading difficulty of materials within wide limits or the methods of presentation in a reading improvement class was unprofitable. Tables and references are appended.

3969
Melton, Howard B. "Reading Retention of Eleventh-Grade Students," Journal of Developmental Reading, 2 (Summer 1959) 26-33.

The reading retention of tenth-grade students who participated in a developmental reading program consisting of 6 weeks of intensive instruction at Carlsbad High School, Carlsbad, New Mexico, was studied. The study was designed and conducted (1) to study the results from the developmental reading program, (2) to determine the retention or loss of reading skills as revealed by percentile ranks, and (3) to determine if values from the reading program applied to all quartile groups. Sixty-six sophomores selected on a random basis participated in the study; their scores on the Iowa Silent Reading Test, Forms AM and BM, which was given at the beginning and end of the 6 weeks, showed marked improvement at the completion of the program. The Iowa Silent Reading Test, Form CM, was administered to the subjects in their junior year. No statistical methods were employed to analyze the data. All comparisons were made by subjective analysis. Data seemed to indicate that

(1) the developmental reading program in the sophomore year was worthwhile and contributed to reading improvement, (2) that most students maintained a significant reading gain, and (3) that the program was of definite value toward reading improvement for all quartile groups. Recommendations for further studies and a table are included.

4696

Millman, Joseph. "Reactions of Selected Teachers and Pupils to Three Types of Specialized Reading Equipment," Reading as an Intellectual Activity. International Reading Association Conference Proceedings, 8, Part 2 (1963) 137-39.

A survey of teachers and pupils concerning the effect of specialized reading equipment on elementary, junior high, and high school students is described. Elementary and junior high pupils were selected on the criteria of low reading achievement. High school students of high achievement were included primarily to develop increased speed and comprehension. The least retarded readers were seen as benefiting the most in the elementary and junior high programs. The high school program was seen as being most helpful to the superior readers. The students' responses to the program are described. Recommendations for future studies in the area are given.

5225

Nasman, John G. "A Study of a Reading Improvement Program in the Junior High School," Elementary English, 43 (April 1966) 383-85.

An evaluation of growth in reading skills of seventh-, eighth-, and ninth-grade students involved in a 6-week reading improvement program in two suburban junior high schools in Portland, Oregon, is given. In Part 1 of the study a ninth-grade experimental group (188 students) given the 6-week reading program was compared with a ninth-grade control group (186 students) which received no special reading training. Both short-term and long-term reading gains were investigated. In Part 2 of the study 1,127 students in grades 7, 8, and 9 were evaluated for overall growth in reading skills and for variation of growth according to scholastic aptitude levels, sex, and time of day training was given. Materials used in the 6-week program included a controlled reader, reading pacers, Science Research Associates (SRA) Reading Laboratories, literature textbooks, reading improvement books, library books, reading films, reference books, and magazines and newspapers. The Gates Reading Survey and the SRA Primary Mental Abilities Test were administered to all students involved in the study. Significant gains in reading were reported for all students taking the reading course, particularly the ninth graders. A discussion of the findings and their implications is given.

3788
Spache, George D. "A Rationale for Mechanical Methods of Improving Reading," Significant Elements in College and Adult Reading Improvement. Seventh Yearbook of the National Reading Conference for Colleges and Adults, 7 (1958) 115-32.

A review of the literature from 1934 through 1957 reporting the results of mechanical methods of improving reading is presented. The relative values of mechanical training are discussed for rate of reading, word recognition, eye movements, regression, duration of fixation, perceptual span, number of fixations, and permanent gains in reading rate. What mechanical training does accomplish and what it should accomplish are discussed, and suggestions are made for the most effective use of mechanical devices. A 54-item bibliography is included.

4011
Thornton, Cecil M. "Two High School Reading Improvement Programs," Journal of Developmental Reading, 3 (Winter 1960) 115-22.

A reading improvement program in Atlanta for high school students of average or above-average mental ability who had average reading skills is reported. The Science Research Associates reading accelerator and several textbooks were used in the original program. There were two experiments, one during the regular school year and one during summer session. A control group matched on intelligence was employed in the program during the school year but not in the summer program. Forty students served as subjects in the 50-minute per day, 5 days per week, 16-week course during the school year. The Iowa Silent Reading Test was used as a pretest-post-test measure. Fifty students were enrolled in the summer program. This program met 90 minutes per day, 5 days per week, for 8 weeks. Materials used and program changes made in the second experiment are discussed. Fisher's t was used to analyze the data. In the program during the school year, a significant difference was found in favor of the experimental group on reading rate but not in comprehension and vocabulary. In all categories, both groups had significant t scores. In the summer session program, significant progress was made by the group in all three areas. Results of both experiments are discussed.

4526
Warren, Mary Bay. "The Massapequa Junior High School Reading Program," Journal of Developmental Reading, 5 (Summer 1962) 245-55.

An experiment comparing the results of two reading programs--one machine oriented, the other using no mechanical devices--at Massapequa, New York, is described. In the pilot program two groups of 25 students of average ability were selected from two junior high schools. The

Iowa Silent Reading Test, Form Am, and eye movement photographs taken with the Reading Eye were used to check the subjects' reading skills. Both groups were then given a 7-week, 21-session course including verbal and nonverbal perceptual training, vocabulary development, timed reading exercises with comprehension quizzes, and discussion of their reading. The instrument group was trained with the EDL Controlled Reader. The noninstrument group used only workbooks and other regularly printed materials and received additional training in the SQ3R reading technique. At the end of the training, Form Bm of the Iowa test was administered, and eye movements were rephotographed. Excellent gains are reported for both groups, but the instrument group achieved significantly higher gains in both reading rate and comprehension than the noninstrument group. A followup study incorporating the best features from both types of training into a longer, more thorough course is also described. Tables are included.

7046
Witham, Anthony Patrick. An Investigation of a Controlled Reading Technique with Eighth-Grade Students. 439 p. (Ed.D., Wayne State University, 1966) Dissertation Abstracts, 28, No. 3, 1016-A. Order No. 67-10,498, microfilm $5.60, xerography $19.80 from University Microfilms.

Eighth-grade students in nine sections of English were randomly assigned to one of the following groups: (1) a machine-oriented group using the controlled reader, a directional instrument technique; (2) a material-oriented group, in which the teacher used a more conventional approach in motivating students to increase rate and comprehension; and (3) a control group using the typical language arts course of study. Data secured from a standardized reading test and eye-movement camera records served to assign students in each section to below-average, average, and above-average reading groups. Identical selections from the controlled reading program and the Reader's Digest Skill Builders were assigned within both experimental groups for the 10-week developmental program. Two post-study measurements were taken 14 weeks after the study. A three factor covariance analysis showed mean scores of both experimental groups to be significantly higher than comparable mean scores of the control group, suggesting the value of integrating a 10-week reading program within the junior high language arts program. The machine-oriented group in eye-movement efficiency skills, speed and accuracy, and rate of reading was somewhat higher than the material-oriented group.

Individualized Procedures

5871
Bennett, E. Harold. "Multi-Level Reading of the Novel," Reading and Inquiry. International Reading Association Conference Proceedings, 10, Part 2 (1965) 76-79.

A multilevel team-teaching approach, varying in depth and scope according to student ability, for teaching a unit on the novel was developed as part of an experimental laboratory approach to ninth-grade English. The experiment consisted of 60 students grouped into three sections according to achievement and need. Sections were scheduled to meet on a particular day in either a guided study center or a recitation center. Attention was directed toward how to read a novel, as well as toward structure and form. The scope and content of the unit was determined, and a student guide prefaced with a general vocabulary for study of the novel was planned. Sections to develop understanding of plot, characterization, setting, theme, and purpose were added to the guide. A questioning approach was used to stimulate thought and to guide the student in thinking of the novel as a work of art integrating these elements. Students, with some guidance from the instructor, selected their own books. They also kept a notebook in which they recorded their comments and impressions as well as the answers to questions about the structure and style of their chosen novel. Flexible homogeneous and heterogeneous study grouping was used. After the reading was completed, students gave their reactions to the novel in a writing project.

4880
Gold, Lawrence. "A Comparative Study of Individualized and Group Reading Instruction with Tenth Grade Underachievers in Reading," Improvement of Reading Through Classroom Practice. International Reading Association Conference Proceedings, 9, Part 3 (1964) 102-04.

A study to determine the effectiveness of individualized versus group reading instruction at the secondary level is described. Individualized reading instruction similar to elementary school programs was compared to group reading instruction at the tenth-grade level. Students were evaluated on the variables of reading, personality adjustment, and level of self-perceived reading problems and needs. The "t" test for correlated means and analysis of covariance were used. Significant improvement in both programs is described. No decisive advantages are found for the individualized method. References are included.

5753
Karlin, Robert. "Methods of Differentiating Instruction at the Senior High School Level," Improvement of Reading Through Classroom Practice. International Reading Association Conference Proceedings, 9, Part 3 (1964) 60-62.

Acknowledging that no panacea has been provided for handling the problems arising from the need of providing for individual differences in reading, several techniques were summarized. (1) Individualized reading, which allows a student to select reading material interesting to him and suitable to the level of his reading ability, can be coupled with teacher conferences and group sessions that teach skills in which a number of the pupils are deficient. (2) Differentiated assignments for pupils of varied reading ability can be made from one text by gauging the level of meaning individuals are expected to get from a common text or by assigning different portions of the same selection. (3) Multilevel materials, which allow the pupil to gauge and direct his own progress, but which usually require little teacher participation, can best be used for practice rather than for instructional purposes. Kinds of grouping were considered with the following conclusions resulting: the degree and success of intraclass grouping depends on the ability of the teacher; it can successfully involve team teaching in which grade lines disappear and students are grouped by reading ability; and subunit grouping can be added to make such a system further sensitive to individual needs.

4122
Noall, Mabel S. "Automatic Teaching of Reading Skills in High School," Journal of Education, 143 (February 1961) 1-73.

The possibilities of developing reading skills in secondary schools through automatic teaching without the use of machines were explored and are reported. The premise and proposed plan are described. The following were investigated: mass differentiated skills instruction in high school; reading skills: self-directed individualized vs. uniform class instruction; individualized instructional materials and techniques. A summary and conclusions are presented. A bibliography of skill building materials and a directory of publishers are appended. Tables are included; references are presented at the close of each chapter.

4166
Walker, Frederic R. "Evaluation of Three Methods of Teaching Reading, Seventh Grade," Journal of Educational Research, 54 (May 1961) 356-58.

Three methods of teaching reading in the seventh grade were evaluated and compared: the Science Research Associates "Reading Laboratory," a more strictly individualized program, and a rather conventional approach. Eighty-six seventh-grade children from three heterogeneously grouped classes in Sayville, New York, were selected as subjects and were given comprehension and vocabulary achievement tests both before and after instruction to measure progress. The study was conducted over a period of 6 weeks and included one 45-minute period of instruction each day. Two methods were used to evaluate the three classes: (1) the progress of comprehension and vocabulary of each class, and the lower half of each class, was measured by the Diagnostic Reading Tests, Survey Section, Lower Level and (2) the amount of time required by teachers outside of class in preparing and planning was recorded. The differences between any two classes in the final test scores were not found to be significant. Substantial and significant progress was made by the lower halves of each class in both the experimental group and the SRA group. Although an individualized program is supported by the results of the study, significant progress was made with the use of the SRA "Reading Laboratory." A table is included.

Programed Instruction

5057
Blackman, Leonard S. and Capobianco, Rudolph J. "An Evaluation of Programmed Instruction with the Mentally Retarded Utilizing Teaching Machines," American Journal of Mental Deficiency, 70 (September 1965) 262-69.

The gain in reading and arithmetic of mentally retarded young adolescents, whose average IQ was in the low educable range, using teaching machines and programs was compared with that of an equated group taught the same material by traditional special class techniques. The experimental or machine group was composed of 19 subjects whose mean chronological age was 14.1; IQ, 54.3; reading grade, 1.3; and arithmetic grade, 1.7. The control group consisted of 17 subjects whose chronological age was 14.3; IQ, 54.2; reading grade, 1.4; and arithmetic grade, 1.7. Instrumentation and classroom procedure are described. Results indicated that although both the machine and no-machine groups improved significantly in the reading and arithmetic performance over the school year, no superiority was evidenced for the teaching machine group. Tables and references are included.

4377
Calvin, Allen D. and Hanley, Charles. "Exposure to Programed Learning Material and Reading Comprehension," Psychological Reports, 10 (October 1962) 538.

The reading ability improvement of high school students using programed instructional materials was measured. Subjects were an experimental group who had taken programed instruction in plane geometry, algebra I, and algebra II and a control group who had taken the same courses in a conventional manner. After a year, the Cooperative English Test, Test C 1: Reading Comprehension, Lower Level, Form Y, was given to all subjects. Groups were compared using the analysis of variance. The experimental subjects in geometry were found to be significantly better in speed of reading comprehension than their controls. None of the other differences were found to be statistically significant.

4729
Raygor, Alton L. and Summers, Edward G. "A Comparison of Two Methods of Teaching Reading Comprehension to High School and College Students," New Developments in Programs and Procedures for College-Adult Reading. Yearbook of the National Reading Conference, 12 (1963) 118-23.

An evaluation of two methods of reading comprehension in the use of programed materials versus conventional reading instructional materials is presented. Experimental subjects were eleventh-grade students. Two experimental conditions were evaluated: one using programed materials on a series of 5" x 8" cards with selections of increasing difficulty, the other consisting of the Power Builder section of the SRA College Preparatory Reading Laboratory. Four hypotheses were explored using subjects placed in high and low groups on the basis of their pretest comprehension scores. Tabular presentations indicate means and gains based upon pretesting and post-testing for the experimental and control groups. Another evaluation included male and female college undergraduates voluntarily enrolled in the Reading and Study Skills Center of the University of Minnesota. Small groups were randomly assigned to the two experimental conditions. Subjects were unaware of participation in the study. Tables indicate pretest and post-test sequence, means and gains for both groups, and an analysis of covariance.

Procedures for Increasing Rate

4373
Braam, Leonard. "Developing and Measuring Flexibility in Reading," The Reading Teacher, 16 (January 1963) 247-51.

Two questions concerning flexibility in reading were investigated: (1) Can it be developed through a reading improvement course? (2) Can an instrument be devised which will successfully measure improvement in this skill? Two flexibility tests were devised, each one consisting of five selections of equal difficulty ranging in length from 750 to 900 words and representing material from fiction, literature, science, history, and psychology. Each reader timed his reading and answered 15 comprehension questions on the material immediately after reading it. The tests were administered to 71 senior high school boys and girls enrolled in Syracuse University's Sagamore Reading Camp; one flexibility test was administered at the beginning and the second at the end of the camp's 6-week program. It was concluded that a reading improvement program can increase flexibility as well as rate and that flexibility and increased flexibility can be shown by means of instruments such as the one described here. Further investigation of the subject is suggested; a graph is included.

4874
Geake, R. Robert. "Predictors of Reading Rate Improvement," The Inter-Institutional Seminar in Child Development, 86-93. (Dearborn, Michigan: Edison Institute, 1963.)

The relationship of intelligence, initial reading rate, perceptual speed, and perceptual closure to changes in reading rate during a reading improvement course is reported. Sixty junior and senior high school students were found who met criteria for four experimental groups: (1) fast readers, above-average intelligence, (2) fast readers, average intelligence, (3) slow readers, above-average intelligence, (4) slow readers, average intelligence. Students were given a training course in rapid reading which met twice a week for 50 minutes for 16 sessions. The Triggs Diagnostic Reading Tests were administered before training, immediately after training, and again 15 weeks later. All groups showed significant increases in rate but significant losses in comprehension during the training period. Testing 15 weeks after the end of the training period revealed that comprehension scores had returned to pretraining levels and that reading rates had dropped. The students of above-average ability who were initially rapid readers were reading significantly faster at the time of final testing. The most reliable measure of rate improvement was secured from the tests administered 15 weeks after training had ended. No relationship appeared between perceptual speed scores and perceptual closure scores. A significant relationship was found between perceptual closure scores and improvement in reading rate. References are included.

4083
Herculane, Sister M. "A Survey of the Flexibility of Reading Rates and Techniques According to Purpose," Journal of Developmental Reading, 4 (Spring 1961) 207-10.

The extent to which eighth-grade pupils vary their reading rate and technique of reading to the purpose of reading was studied. Subjects were 102 eighth-grade pupils of average and above-average intelligence and varying socioeconomic backgrounds from three schools in a midwestern city. Data were gathered from (1) objective testing of flexibility of reading by having students read selections with comprehension tests at three different speeds--skimming, rapid, and thorough reading rates and (2) a questionnaire on flexible reading practices and a tape-recorded group interview with the subjects. Some elementary knowledge of flexibility was revealed in the analysis of data, but very little use of this knowledge was found among the subjects. Specific conclusions based on the findings are listed. Implications of the study are discussed.

6889
Levin, Beatrice Jackson. An Investigation of the Flexibility of Reading Rate. 148 p. (Ed.D., Temple University, 1966) Dissertation Abstracts, 27, No. 4, 959-A. Order No. 66-9215, microfilm $3.00, xerography $7.00 from University Microfilms.

Changes in the reading rate according to the difficulty level of the material and the purpose for reading was investigated with a population of 100 ninth-grade academic students. The population was evenly divided into good and poor readers according to the scores derived from an especially devised flexibility test. A standardized reading test was administered, but little relationship was found between flexibility and difficulty or purpose. Flexibility appeared to be a separate skill; although, it was more pronounced in good readers. Purpose seemed to affect the rate of good readers more than that of poor readers, while the rate of poor readers was more affected by difficulty. Flexibility showed little correlation to school marks or IQ.

3876
Marvel, John A. "Acquisition and Retention of Reading Performance on Two Response Dimensions as Related to 'Set' and Tachistoscopic Training," Journal of Educational Research, 52 (February 1959) 232-37.

The effect of the tachistoscope with and without a verbal "set" for speed on reading rate and comprehension, the effect of the verbal "set" for speed without the tachistoscope on reading rate and comprehension, and the results of these three procedures were investigated. The 156 subjects were distributed evenly among four treatment groups, three experimental groups simultaneously receiving reading improvement instruction and one control group receiving no special instruction. Group A was given 16 20-minute tachistoscopic training sessions twice weekly for 8 weeks. Introductory remarks dealt with mechanical, psychological, and sociological aspects of reading, but the mention of speed was excluded. In Group B, a verbal "set" for speed was included in the introductory remarks and accompanying instruction. Group C was given no tachistoscopic training, but a verbal "set" for speed was provided each time in the introductory remarks. Group D (the Control) was given only the pretest and post-tests. The Survey Section of the Diagnostic

Reading Test, Forms A and B, were used as pretest and post-test 1, and 9 weeks later, Form C was post-test 2. Analysis of covariance was used. Significant differences were found for Groups C and B between Groups A and D on the pretest and post-test 1 comparison. On post-test 2, Group C differed at the .01 level from Groups A and D and at the .05 level from Group B. Analyses of the comprehension data showed no significant differences. Tables, educational implications, and references are included.

4519
Theophemia, Sister Mary. "Testing Flexibility in Reading," _Challenge and Experiment in Reading_. International Reading Association Conference Proceedings, 7, Part 3 (1962) 138-39.

A study of the types of reading and the relationship to the measurement of reading speed is described. Four hundred and fifty eighth graders in Milwaukee and Chicago were given the Reading Versatility Test. Reading speed, as measured by the range and the median, was found to differ from one reading situation to the next. A great lack of flexibility in reading was shown among upper-grade elementary school children. The need for further study is indicated.

Miscellaneous Procedures

Burmeister, Lou E. _An Evaluation of the Inductive and Deductive Group Approaches to Teaching Selected Word Analysis Generalizations to Disabled Readers in Eighth and Ninth Grades_. 51 p. (BR-5-0216-TR-12, OEC-5-10-154, University of Wisconsin, Madison, 1966) ED 010 514, microfiche $0.25, hard copy $2.65 from EDRS.

The relative effectiveness of inductive and deductive approaches to the instruction of word analysis tasks was studied. A number of phonic and structural analysis generalizations, applied to the pronunciation of words above the primary level in difficulty, were presented to eighth and ninth graders of average mental ability but who were weak in word analysis. Results indicated that both experimental groups, inductive and deductive, differed on total mean scores from a control group. The experimental groups were superior in oral reading but not in silent reading.

6746
Burmeister, Lou Ella. _An Evaluation of the Inductive and Deductive Group Approaches to Teaching Word Analysis Generalizations to Disabled Readers in Eighth and Ninth Grade_. 196 p. (Ph.D., University of

Wisconsin, 1966) Dissertation Abstracts, 28, No. 2, 531-A. Order No. 66-9888, microfilm $3.00, xerography $9.00 from University Microfilms.

Study purposes were to identify a minimum number of phonic and structural analysis generalizations which apply to the pronunciation of words above the primary level in difficulty and to determine the value, for eighth and ninth graders of average intelligence who are weak in word analysis, of learning these generalizations by inductive and deductive approaches. A 14-level stratified random sampling of the Thorndike and Lorge "Teacher's Word Book of 30,000 Words" was examined to determine utility levels of selected phonics and structural analysis generalizations. Two-week inductive and deductive plans were used to teach these generalizations to inductive, deductive, and control groups. Nine randomly selected disabled readers within each group served as samples. A one-way analysis of variance of the oral post-test data on vocabulary ability showed a significant difference among groups; it showed no significant differences among groups on vocabulary test data. The Scheffe confidence interval formula indicated that the two experimental groups differed from the control group but not from each other. Improvement was independent of the methods used in the study.

Early, Margaret J. and Sheldon, William D. A Center for Demonstrating the Teaching of Reading to Students in Grades 7-12. 32 p. (CRP-D-068, OEC-3-10-125, Syracuse University, Syracuse, New York, 1967) ED 013 719, microfiche $0.25, hard copy $1.70 from EDRS.

The Jamesville-DeWitt Junior-Senior High School and the Reading and Language Arts Center, Syracuse University, jointly established a demonstration center at Jamesville-DeWitt for the purpose of improving reading instruction in grades 7 through 12. The center operated from September 1963 through June 1966 under the sponsorship of the Project English Program, United States Office of Education. The center served two purposes. An all-school reading program was organized and made available for observation, and a filmed inservice course on reading instruction in secondary schools was produced, field tested, and revised. The resultant 10 motion picture lessons were the following--organizing reading programs, analyzing reading achievement, the handicapped reader, vocabulary development, comprehension skill development, reading to remember, the library and the reading program, developing skills for reading literature, efficient reading, and report from the reading coordinator. Manuals, one for each of the 15 sessions comprising the course, accompany the films. An increasing demand for the films and the improvements apparent in reading instruction in the classrooms of teachers who had observed at the center testify to its success. The procedures used in establishing the center and in producing the films are described. A discussion entitled "Teaching Reading and Physics Simultaneously" is appended.

4063
Eichholz, Gerhard and Barbe, Richard. "An Experiment in Vocabulary Development," Educational Research Bulletin, 40 (January 1961) 1-7, 28.

An experimental group of seventh-grade Ohio students trained on a device and with a method which stressed repetition and which offered novelty learned more new words than a control group conventionally trained. The experimental method presented new words repetitively in contexts and allowed the students to individually test themselves and to know immediately if they had identified a word's meaning among multiple-choice possibilities. Each student used a small board with holes so that if he blackened the correct circle on the overlying test paper, he punched a hole in it. If he was wrong, the blackened circle remained. The experimental and control groups were of comparable intelligence and reading ability. After 8 weeks of training, the experimental group had learned half again as many words as the control group and had retained 79.5 percent of them. Repeated presentation and the novelty of the device were credited for the difference. Tables and references are included.

4068
Forseth, William J. "Does the Study of Geometry Help Improve Reading Ability?" Mathematics Teacher, 54 (January 1961) 12-13.

The fall and spring reading test scores of tenth-grade students in three Minnesota high schools were analyzed to determine whether the study of geometry helped improve reading ability. Equivalent groups, matched student by student for intelligence, initial reading ability, and school, were compared for amount of reading improvement made during the year. Comparisons were made on the Schrammel-Gray High School and College Reading Test for reading gross comprehension, reading rate, and reading comprehension-efficiency. In the three equivalent-group comparisons between geometry and nongeometry groups, the geometry groups showed gains over the nongeometry groups which were significant. In the nine group comparisons made for biology, home economics, and industrial arts, none of the gains in reading was significant, nor did any approach significance.

6812
Geiger, Evangeline Drury. An Investigation of Three Methods of Teaching Vocabulary at the Junior High Level. 174 p. (Ed.D., University of California, Berkeley, 1967) Dissertation Abstracts, 28, No. 7, 2597-A. Order No. 68-7, microfilm $3.00, xerography $8.00 from University Microfilms.

The purpose of this study was to investigate three methods of teaching vocabulary at the junior high school level: (1) the use of a programed text in vocabulary development (Word Clues, Book G, Educational Developmental Laboratories), (2) the use of a programed text augmented by listening assistance, and (3) the use of a programed text augmented by a work analysis supplement. The sample, composed of 16 seventh- and eighth-grade classes, spent 15 minutes daily using one of the methods. It was concluded that vocabulary could be developed at the seventh-grade level using a programed text that emphasized context clues. Listening assistance was an effective means of reinforcement for programed instruction in developing vocabulary and comprehension. A work-analysis supplement did not contribute to the effectiveness of a programed text in vocabulary development that emphasized context clues. Listening assistance did contribute to retention when used to augment a programed text.

4879
Glock, Marvin and Millman, Jason. "Evaluation of a Study Skills Program for Above-Average High School Pupils," Journal of Developmental Reading, 7 (Summer 1964) 283-89.

A 3-year study to ascertain the immediate and long-term effectiveness of an instructional program designed to help above-average high school juniors acquire skill in reading, writing, listening, and study techniques is reported. An experimental and control group was established, each consisting of 34 students. Pupils in the control group attended regular classes in English 5 days per week. In the experimental group, pupils met in regular English classes 3 days per week and attended special study-skill sessions 2 days per week. The program consisted of reading, vocabulary development, note taking, and listening. Mean achievement measures were used to compare groups. Training in study skills did not help above-average high school juniors to obtain a higher grade average. Explanations for the discrepancy between findings of this study and similar studies are given. References are included.

6826
Gutkoska, Joseph Peter. The Influence of the "Supplementary Vocabulary Program" on the Improvement of Reading Vocabulary. 415 p. (Ed.D., University of Maryland, 1967) Dissertation Abstracts, 28, No. 7, 2441-A. Order No. 68-507, microfilm $5.30, xerography $18.70 from University Microfilms.

The study was conducted to determine the effect of a program, the Supplementary Reading Program, designed to improve reading vocabulary at the eighth-grade level. Forty-two schools in the Archdiocese of Baltimore were selected to participate during the school year 1965-66. The schools were divided into three equal groups: (1) Group A which employed the Supplementary Vocabulary Program designed by the writer,

(2) Group B which used a published program, "Words Are Important," and (3) Group C which did not use a formal vocabulary program. At the outset of the study, data pertaining to intelligence, reading comprehension, and reading vocabulary were acquired by the administration of the Otis Intelligence Scale and the Metropolitan Achievement Test, Form A. At the conclusion of the 30-week period, the Metropolitan Achievement Test, Form B, was given. After the data were adjusted for pretest differences in IQ and reading achievement, it was concluded that there were no statistically significant differences at the .05 level among the three methods.

3628
Haugh, Oscar M. "A Comparative Study of the Effects of Limited and Wide Reading among Eleventh Grade Students," University of Kansas Bulletin of Education, 7 (February 1953) 49-55.

The results of an experimental situation in which students read only a basic amount of material were compared with those in which the basic material was augmented by additional reading on the same topic. Three questions, dealing with the control of time, interest, motivation, and difficulty of material and the effects of such control on retention in students of varying ability, were asked. The same subjects, students in the second semester of eleventh-grade English, were used. For limited reading, one of three dramatic scripts on an American minority group was read. One of the scripts not read before, plus additional materials if time allowed, was read for wide reading by the same students. Each reading experience was preceded by a radio transcription of a script similar to the one read. Scores on pretests, post-tests, and retention tests were compared by statistical analysis. The Cooperative Reading Test, the California Test of Mental Maturity, and a general information test were used as pretests. Post-tests were also used as retention tests, requiring knowledge of the material read. Significant gains were produced by both wide and limited reading. However, retention gains from wide reading were not significantly greater than from limited reading for the entire group. Inferior readers did not profit significantly with wide reading when time was held constant. After 7 weeks, superior readers still had significantly greater gains from wide reading. Tables and references are included.

7195
Heitzman, Andrew J. and Bloomer, Richard H. "The Effect of Non-Overt Reinforced Cloze Procedure upon Reading Comprehension," Journal of Reading, 11 (December 1967) 213-23.

The effect of cloze procedure exercises on improving reading comprehension was studied. Twenty-four short stories between reading levels 5.0 and 6.0 were adapted to cloze procedure according to the following deletion types: random, noun, verb, modifier, preposition and conjunction, and noun determiner. Ten percent deletions were made for all types. These selections were read by 125 ninth-grade suburban New York students. Each student received exercises of only a single deletion type and completed two exercises a week for a 12-week period. Following the reading of each story, the students answered 12 comprehension questions. The Iowa Test of Basic Skills was administered following the completion of all exercises. It was found that the use of nonovert reinforced cloze procedure did not increase reading ability either during the process of practice with the cloze procedure or as a function of the post-treatment test. There were some significant differences, most of which favored the control group with zero deletions, but these differences were not consistent. Tables and references are included.

4653
Jackson, Jeanne R. and Dizney, Henry. "Intensive Vocabulary Training," Journal of Developmental Reading, 6 (Summer 1963) 221-29.

The purpose of the study was to evaluate the effects of an intensive vocabulary training program on the reading and general achievement of twelfth-grade college preparatory students. Subjects were assigned randomly to two classes for the study; the control class did not receive vocabulary training. Differences were not significant between the groups on pretreatment scores of the Otis Quick-Scoring Test of Mental Ability or the Cooperative English Test C2 Reading Comprehension Form Z (CET). For 27 weeks the experimental group used the Harcourt Vocabulary Workshop. Exercises, class discussions, and tests covered the following areas: use of the dictionary, origin of words, prefixes, suffixes, Greek and Latin roots, limits of word analysis, semantic change, figurative language, synonyms, antonyms, homonyms, diction labels, precise meanings, and deriving meaning from context. In addition, the use of footnotes and the glossary of a literature anthology, use of specificity of wording in composition, and Thomas Hardy's "Return of the Native" were used in the experimental group. The control group attempted no work in addition to the regular course of study. Differences between group scores on the Iowa Test of Educational Development and reading scores of the CET were not significant. Conclusions are discussed. Tables and references are included.

7223
Kawai, Yoshifumi. "Development of Vocabulary in Reading," The Science of Reading, 11 (January 1968) 22-29.

An aspect of third-, fifth-, and seventh-grade pupils' vocabulary development was investigated by manipulating two conditions: words used in or out of context and words used with or without kana (a Japanese syllabic character). One hundred and ninety-two words between the first and 7,000th in order or frequency of use were selected as the stimuli from use frequency tables. All of these words were written in kanji (Chinese characters in Japan). The degree of understanding was measured by a rating method. The results were as follows: (1) A linear functional relationship was obtained between the degrees of understanding and the frequency order of the words for each grade. These gradients of the function were nearly the same. (2) The effects of the context were different for each grade. The in-context use had little positive effect on the seventh-grade pupils' understanding of the words. (3) The condition without kana hindered the third- and fifth-grade pupils' understanding. This was especially noteworthy in the third grade. But for the pupils of secondary school, both the conditions with or without kana showed little connection to the understanding of the words.

7368
Stanners, Robert F. and Soto, Dolores H. "Developmental Changes in the Recognition of Beginning Segments of English Words," Journal of Educational Psychology, 58 (February 1967) 273-77.

An investigation was made of the ability of 209 English-speaking students to distinguish, by means of a visual-reading method, among highly frequent initial three-letter word beginnings (consonant-consonant-vowel), infrequent word beginnings, and consonant-consonant-vowels (CCV) which never occur in English. A modified method of paired-comparisons was used to present the CCVs to 68 third graders, 70 sixth graders, and 71 ninth graders. The discriminatory ability for all grades was significantly above chance, p less than .0001. The sixth and ninth graders were not significantly different from each other, but both were better than the third graders, p less than .001. It appeared that discriminatory ability for the materials was already well begun by the end of the third grade and virtually maximal by the end of the sixth grade and that it did not differ with respect to sex. Tables, charts, and references are included.

7033
Wahoski, Lawrence Andrew. A Comparative Analysis of Three Instructional Methods in a Developmental Reading Program. 180 p. (Ed.D., Arizona State University, 1966) Dissertation Abstracts, 27, No. 1, 150-A. Order No. 66-6907, microfilm $3.00, xerography $8.20 from University Microfilms.

Two instructional methods in a developmental reading program were compared. During a 6-week treatment phase, the experimental group of 114 ninth graders received reading instruction from a reading specialist aided by a regular English teacher. A second experimental group of 42 students received developmental reading instruction from a specialist only. A control group of 122 students received regular ninth-grade reading instruction in their English class. Both experimental methods were significantly superior to the control method in reading achievement. Neither of the experimental methods was superior to the other. No significant difference was found among the methods in retention of reading skills.

5333
Weaver, Edward K. and Black, Eldred. "The Relation of Science Fiction Reading to Reasoning Ability," Science Education, 49 (April 1965) 293-96.

A study designed to discover to what extent frequent reading of science fiction increases science reasoning ability is reported. Forty-two high school students in Fulton County, Georgia, were selected on the basis of responses to a science fiction reading inventory. The subjects were divided into two groups--readers and nonreaders of science fiction. Both groups were tested with the Sequential Tests of Educational Progress: Science (Form 2A) of the Cooperative Test Division, Educational Testing Service. However, this test was felt to have many limitations for the purposes of this study. The frequent reading of science fiction did not appear to result in improvement or to influence the structure of science reasoning abilities as measured by the STEP Science test. Other findings relative to intelligence and sex differences and science reasoning are given in the article. References are included.

Readability of Instructional Materials

7058
Anderson, J. "A Scale to Measure the Reading Difficulty of Children's Books," University of Queensland Papers, No. 6, 5-21. (St. Lucia: University of Queensland Press, 1967.)

The reading difficulty of 10 books was calibrated using cloze tests with a sample of 2,022 subjects in classes at each grade level from 2 through 7 in nine Brisbane, Australia, state primary schools. The reading difficulty estimates formed the basis of a readability reference scale to be used with other children's books. The McLeod's Gap Reading Comprehension Test which expresses each child's cloze score as a reading age was administered first and was followed by the Silent Reading Puzzles Test which is designed for measuring by cloze procedure the readability of the 10 books selected. Readability age levels were calculated for each book by finding the reading age at which children in the sample scored 21.25 percent on the corresponding Silent Reading Puzzles Test. The rank order correlation of the 10 books in terms of reading difficulty, using these two measures, was significant well beyond the .001 level of confidence. To illustrate the use of this scale by the classroom teacher, the readability reference scale was applied to find the reading difficulty of four children's books. One advantage of using this scale is that a number of books may be calibrated at one time, while the teacher obtains a measure of the reading age of all pupils. References, tables, and a copy of the Silent Reading Puzzles Test are included.

5048
Aukerman, Robert C. "Readability of Secondary School Literature Textbooks: A First Report," English Journal, 54 (September 1965) 533-40.

A total of 66 secondary school literature anthologies of recent copyright and currently in use in America's secondary schools was studied. The problems involved in developing a valid measure of the readability of literature are discussed. The incidence of word difficulty for each book studied and the degree of mechanical complexity in terms of percentage of complexity and average sentence length are presented. When the various factors of readability were tabulated and converted into weighted totals, the anthologies were ranked from most difficult to easiest. The ranking in this first report is based upon the weighted total raw scores and does not represent grade levels. Tentative conclusions drawn from the figures are offered. A table is included in which the data found for each book are presented. The adoption of a multitext approach to the teaching of literature is urged, and further, longitudinal study is encouraged.

7071
Beard, Jacob G. "Comprehensibility of High School Textbooks: Association with Content Area," Journal of Reading, 11 (December 1967) 229-34.

Ten instructional passages of 250 words each were randomly selected from high school textbooks in each of four content areas: biology, chemistry, American government, and world history. The comprehensibility of each passage was measured by administering a cloze version of the passages to 250 beginning tenth-grade public school pupils and determining average number of words per thought unit. Further analysis of the passages was made to determine the use of 10 elements of expressional style: monosyllabic words, sentence length, first person pronouns, second person pronouns, third person pronouns, different words, complex sentences, infinitive phrases, words beginning with the letter "i," and abstract nouns. The average level of textbook difficulty did not differ significantly among the content areas. The passages differed little in structure among content areas with the exception of two elements. The natural science passages contained more "i" words and fewer infinitive phrases than the social studies passages. A table and references are included.

4368
Belden, Bernard R. and Lee, Wayne D. "Readability of Biology Textbooks and the Reading Ability of Biology Students," School Science and Mathematics, 61 (December 1961) 689-93.

A study to determine the readability level of five general biology textbooks adopted for use in Oklahoma high schools and to determine the level of achievement in reading of students enrolled in high school biology classes is described. Textbooks evaluated by the Dale-Chall Formula for Predicting Readability were "New Dynamic Biology," Rand McNally and Co., 1959; "Elements of Biology," Allyn and Bacon, 1959; "Biology," D. C. Heath and Co., 1960; "Modern Biology," Henry Holt and Co., 1951; and "Exploring Biology," Harcourt Brace and Co., 1959. Students evaluated were 357 tenth-graders in 14 sections of biology in six Oklahoma high schools. Reading levels were determined by the Nelson-Denny Reading Test, Form A Revised Edition. A comparison of the readability levels of the texts with the reading levels of the students was made. Only one of the five texts was found to have a readability level suitable for at least 50 percent of the students who used it. Higher readability levels were reported for the other four books. It was recommended that the selection of high school textbooks be governed by both the readability level of the text and the reading level of the students. References and tables are included.

4182
Belden, Bernard R. and Lee, Wayne D. "Textbook Readability and Reading Ability of Science Students," Science Teacher, 29 (April 1962) 20-21, 23.

A study to determine the readability level of selected science textbooks and to determine the reading level of the students expected to use these textbooks was conducted. Subjects were 135 students enrolled in nine sections of eleventh-grade physics in the public schools in Oklahoma. The Nelson-Denny Reading Test, Form A Revised Edition, was used to measure actual reading skills of the subjects. Readability of the materials used was based upon the Dale-Chall Readability Score for each textbook. Interpretation of the readability analysis was based upon the Mallinson criterion. Data are shown in tabular form. Results are discussed. References are included.

3480
Bernstein, Margery R. "Relationship Between Interest and Reading Comprehension," Journal of Educational Research, 49 (December 1955) 283-88.

The relationship of interest to reading comprehension was examined. "The Get-Away Boy" and paragraphs from Hawthorne's "The House of Seven Gables" were revised so that they were exactly equivalent in readability according to the Flesch, Lorge, and Dale-Chall formulae, but the difference in interest was increased. The tests were administered to 100 ninth-grade pupils in a large metropolitan junior high school. Numerical interest ratings and comprehension scores were obtained. Tests of significance (t-tests) showed that the pupils were significantly more interested in "The Get-Away Boy" and that their comprehension scores on this story were significantly higher. Further statistical analyses for groups of pupils were performed. High interest was also associated with greater reading speed. Tables and references are included.

5063
Bormuth, John R. "Readability: A New Approach," Reading Research Quarterly, 1 (Spring 1966) 79-132.

In an effort to develop accurate formulas for predicting and controlling the readability of language, five basic problems were studied: (1) the various features of writing style as linearly related to comprehension difficulties, (2) the change of strengths of relationships as a function of reading ability, (3) readability prediction made upon small language units, (4) readability accuracy based upon use of linguistic analysis techniques in construction of formulas, and (5) a test of usefulness of certain linguistic variables in predicting language difficulty. Twenty prose passages were analyzed to determine the difficulties of 5,181 words, 405 independent clauses, and 365 sentences. Samples were chosen from four passages in each of five subject areas, using the Dale-Chall scale for grades 4 through 8. Five cloze test forms from each passage were constructed by deleting every fifth word. Subjects, the entire enrollment in grades 4 through 8 of one school district in Wasco, California, were matched for five form groups. The testing period lasted over 11 school days. Reading ability was determined by results on the Stanford Achievement Test: Reading, Form J, and studied in relation to the interaction of form groups on measures of word, independent clause, sentence, and passage difficulty. A bibliography is included.

6781
Drake, Lawrence Coleman. The Effectiveness of a Selected Readability Formula in the Prediction of Student Success with Technical and Non-Technical Reading Materials. 167 p. (Ed.D., University of Missouri, Columbia, 1966) Dissertation Abstracts, 27, No. 9, 2937-A. Order No. 67-2905, microfilm $3.00, xerography $7.80 from University Microfilms.

The effectiveness of the Dale-Chall formula in the prediction of success with technical and nontechnical reading materials by students at the secondary school level was studied. Four information sheets were developed; two dealt with technical content and two with nontechnical content. All four sheets were written at the tenth-grade level of readability and were rewritten on the fifth-grade level of readability.

An objective achievement test was constructed for each type of material. Selected seventh graders were matched on sex, reading ability, scholastic aptitude, and pretest scores and were paired into high, average, and low ability subgroups. One hundred and twenty-six pairs (1) completed the objective test over the technical content as a pretest, (2) read the technical content written at the tenth- or fifth-grade level of readability, (3) completed the objective test over the technical content as a post-test, and (4) in 4 weeks completed the objective test on the technical content as a second post-test to measure retention. Rewriting technical content to a lower level of readability did not significantly improve learners' comprehension, retention, or reading speed of that content. Rewriting nontechnical content to a lower level of readability did not significantly improve learners' comprehension, retention, or reading speed of that content. Learners understood and recalled facts and concepts from the nontechnical content more readily than from technical content. Girls were more successful with nontechnical content than were boys. Boys were more successful with technical content. Conclusions and implications are presented.

4902
Jacobson, Milton D. "Reading Difficulty of Physics and Chemistry Textbooks," Educational and Psychological Measurement, 25 (Summer 1965) 449-57.

Findings from a study to determine the relative reading difficulty of physics and chemistry textbooks in use in Minnesota public schools and to compute regression equations which would be valid for predicting the reading difficulty of physics and chemistry textbooks are reported. Students enrolled in chemistry or physics classes in randomly selected Minnesota public high schools were used. Reading difficulty was determined by means of the Underlining Test. There were significant differences in the reading difficulty among units from the chemistry and physics books. Covarinace and regression analyses were made to obtain equations for predicting reading difficulty of physics and chemistry passages by means of independent variables determined from the passages. Data for the analysis consisted of six measurements. The design chosen gave a two-way variance breakdown according to the level of reading difficulty of each unit and of each book to obtain the sums of squares and of products of the dependent and independent variables. Equations are given. Detailed explanations of procedures used, tables of all analyses, and references are given.

6873
Kline, Loren E., Jr. Textbook Readability and Other Factors Which Could Influence the Success of the Eighth-Grade, Earth Science Course in the Texas Public Schools. 277 p. (Ph.D., East Texas State University,

1966) Dissertation Abstracts, 27, No. 8, 2283-A. Order No. 67-1529, microfilm $3.60, xerography $12.60 from University Microfilms.

A study was conducted to determine the reading difficulty of the textbooks adopted for use in the eighth-grade science classes of the public schools of Texas and to determine how well the schools were equipped to present a course in earth science based upon the textbooks adopted in 1964. The reading difficulty of the textbooks was estimated by means of the Dale-Chall readability formula. It was found that, of the three earth sciences and two general science textbooks adopted, one general science text had a measured readability level of seventh-eighth grade, two other texts were at ninth-tenth grade level, and two were at eleventh-twelfth grade level. Of 491 teachers who responded to a questionnaire, only 4.5 percent met the minimum standards of academic preparation suggested by the Earth Science Curriculum Project. On the average, the schools studied had less than half of the equipment required for teaching earth science with these textbooks. A list of recommendations is included.

6874
Knight, David W. The Reading Performance of Students with Ninth-Grade Reading Achievement on Occupational Information Materials Written with Various Levels of Readability. 71 p. (Ph.D., Florida State University, 1966) Dissertation Abstracts, 27, No. 8, 2425-A. Order No. 67-297, microfilm $3.00, xerography $4.00 from University Microfilms.

Occupational information briefs were selected from the SRA Occupational Information Kit at the ninth-, twelfth-, and fifteenth-grade levels as determined by the Flesch Readability Formula. A 50-item cloze test was made over each 300-word passage representing the three levels of readability. The subjects were 150 students whose scores on the reading section of the Florida State-Wide Ninth-Grade Testing Program were within one-half standard deviation of the mean for the norm group of this test. Only when a subject wrote in the blank the exact word deleted from the passage was his response counted as correct. The performance of the subjects on the cloze test ranked the reading passages in the same order of readability as did the Flesch formula. The rate of comprehension of these passages decreased as the readability became more difficult. Analysis of variance with repeated measures and a multiple analysis t-test indicated a significant difference in performance at the .05 level on levels 9 and 15 and on levels 12 and 15. No significant differences were found on levels 9 or 12.

6426
Marks, Merle B. "Improve Reading Through Better Format," Journal of Educational Research, 60 (December 1966) 147-51.

The effectiveness of 22 different formats was tested using 1,650 junior high school students in order to identify helpful elements or characteristics in format design. Chi square treatment of the results identified significant variations from the control groups. Results indicated that format did indeed alter individuals' reading competency or effectiveness. Reading ability, age, and sex differences each influenced findings, but certain formats showed consistent superiority or deficiencies. It is noted that among other conclusions, particular size, typeface, and specific additions may be helpful; while, color, double spacing, underlining, and capitalization under controlled circumstances are not helpful. Recommendations concerning several adjustments in format are made. Eight references are included.

4450
Marshall, J. Stanley. "Comprehension and Alleged Readability of High School Physics Textbooks," Science Education, 46 (October 1962) 335-46.

A study was conducted to determine how well the Flesch Reading Ease formula would predict comprehension of a passage on electricity in a high school physics textbook. The procedures used to choose the textbook, the particular passage to be analyzed, and the readability formula and the methods of constructing and establishing reliability of the comprehension test are explained. Two hundred physics students in six high schools in Central New York were given the Cooperative Reading Comprehension Test (Form T) and the Cooperative Physics Test (Form Z). Subjects were then classified on the basis of these scores into four groups: 1A--good in reading and physics; 1B--good in reading, poor in physics; 2A--poor in reading, good in physics; 2B--poor in reading and physics. Members of each of these groups were placed in two experimental groups. Half read the original textbook passage (Group 1); the other half (Group 2) read a rewritten passage covering the same subject but with increased readability. All subjects were given the same comprehension test. No relationship between readability and comprehension was indicated by the results. It was concluded that use of the Flesch formula for high school physics textbooks is unjustified. Tables and references are included.

5204
McLeod, J. and Anderson, J. "Readability Assessment and Word Redundancy of Printed English," Psychological Reports, 18 (February 1966) 35-38.

An experiment dealing with estimated word redundancy in printed English is described. A modification of Taylor's (1954) Cloze technique was constructed in which one word in eight was deleted in several prose passages. The open-ended test was trial-tested with skilled readers and adjusted to provide complete redundancy. Two independent groups of randomly selected children in grades 3 through 7 were given the test.

Redundancy estimates were calculated and plotted. The estimated information rate formula is given. The same treatment was given randomly selected passages from children's books. These passages were restored by random groups of children at different grade levels, and from the pattern of their responses, estimated redundancies were again calculated. The logarithms of these estimates were plotted against the logarithms of estimated redundancies of the reading test from independent random groups of children at corresponding grade levels. Linear relationships were found. Results were described as indicating that, if the word redundancy of passages of English written prose is estimated from restorations of mutilated versions of those passages by independent samples of the same population, then the estimated redundancies vary as simple powers of one another. A discussion is provided. References are included.

4452
Miller, Wilbur R. "Readability Versus Reading Ability," Journal of Educational Research, 56 (December 1962) 205-09.

Research studies using readability formulas to assess the reading difficulty of school textbooks and references are summarized. An investigation to find the degree of compatibility between the readability of general shop textbooks in industrial arts and the reading abilities of ninth-grade industrial arts students was undertaken. The criterion for the selection of textbooks is described. The Dale-Chall and Flesch formulas were used to find the rated readability of general shop textbooks. Students from a 23-county area of central Missouri were tested with the silent reading comprehension section of the Iowa Tests of Basic Skills and the Lorge-Thorndike Test of Intelligence to determine their reading ability. A wide range of readability levels, from seven to 11 grade levels in any one book, was found for the textbooks studied. A mean grade level of 8.3 was found for the students. Some sections of general shop textbooks were too difficult for ninth-grade students to read. The implications of this for publishers and teachers are discussed. References and tables are included.

6955
Powell, Merrill Moseley. An Analysis of Reading Level and Content of the Alabama State-Adopted High School Chemistry Texts for the Year 1964-65. 194 p. (Ed.D., University of Alabama, 1966) Dissertation Abstracts, 27, No. 5, 1205-A. Order No. 66-11,374, microfilm $3.00, xerography $8.80 from University Microfilms.

Six high school chemistry textbooks approved for use in Alabama public schools were analyzed to determine if the contents were up-to-date. A criteria list by Summers was used. A representative sample of high school chemistry teachers, university staff, and the state science consultant were asked to rate the importance of topics. The readability of the texts was determined by the Dale-Chall formula. The reading levels of the students enrolled in chemistry were determined by the California Reading Test. The textbooks were rated on an A to F scale. Generally, the texts were written at levels 13 to 15 which are too high for many students. The median reading level for 342 high school chemistry students tested was 12.4. The range was from 6.8 to 15.8. No student whose reading level was lower than 10 received a grade higher than 'C' in high school chemistry in the sample tested. Most of the texts are written at levels above the students' reading levels. Textbook adoption committees have adopted the best texts according to Summers' criteria, in most cases.

7414
Wiegand, Regis B. "Pittsburgh Looks at the Readability of Mathematics Textbooks," Journal of Reading, 11 (December 1967) 201-04.

Comments from teachers on reading problems in their mathematics classrooms led the Communication Skills Division of the Pittsburgh Public Schools to compile information on the reading levels of students in the mathematics classes of grades 8 through 12, the reactions of mathematics teachers to their students and to the texts used, and the levels of difficulty presented by the texts. Compilation of the information showed the texts' readability levels ran higher than the reading levels of most students; that teachers, while showing loyalty to some texts, were willing to try new materials; and that books in advanced programs imposed too heavy a burden on students. It was recommended that the textbook selection committees study students first and consider applying readability tests to all texts being considered. Also, efforts should be made to adopt the use of multiple texts and to disseminate information on student reading levels to all teachers. Educators should provide text publishers with teacher evaluations and student reactions. References are listed.

Reading Interests

Reading Habits and Interests of Young People

Reading Habits and Interests in Relation to Other Factors

Reading Habits and Interests of Young People

4354
Adams, John Q. "A Study of Leisure-Time Reading Preferences of Ninth Grade Students," High School Journal, 46 (November 1962) 67-72.

A study of leisure-time reading preferences of 60 ninth graders from Hawthorne High School, Hawthorne, California, is reported. Pupils were asked to complete a questionnaire without signing their names in order to elicit an honest answer from the respondents. However, pupils were later identified by handwriting analysis. Each pupil was asked to list his favorite magazine. Tables of this investigation are organized in terms of (1) rank of preferred magazines, (2) quality rating assigned to magazines, (3) relationship of quality ratings of magazines read and the respondent's IQ, (4) frequency of preference by respondents for individual magazines, and (5) general information data on respondents. The findings made apparent the tremendous interest in sex, sensationalism, and escape from reality. The findings suggested also that interests of teen-agers rather than ability determine what they read during early adolescence, at least in a middle-class setting. Comics and movie magazines can no longer be identified with low ability students. Students of all ability levels, according to this study, receive great personal satisfaction from reading magazines of questionable value. References are included.

5045
Applebee, Roger K. "National Study of High School English Programs: A Record of English Teaching Today," English Journal, 55 (March 1966) 273-81.

A survey was conducted of 168 secondary schools in 45 states to determine the strengths of the national English program. The schools were selected to provide a broad spectrum of variables including size, geographic location, degree of local financial support, and proportion of students continuing their education in college. During the last year of the study, independent and parochial schools, comprehensive high schools in large cities, and other schools involved in experimental programs were included in the survey. Students, teachers, and administrators were given questionnaires. Additional data for the study were provided by classroom observations and interviews with personnel throughout the schools. Use of class time, teaching methods, teacher preparation, teaching conditions including division of teacher work hours, and student reading practices and sources of books were investigated. Results are graphically displayed and discussed. Items which reveal the strength of English programs are listed.

7069
Barrilleaux, Louis E. "Textbook and Library Usage in Junior High Science," Journal of Reading, 11 (December 1967) 192-200.

Two groups of 21 junior high school students each were studied in a 2-year longitudinal experiment in which the use of a science textbook for instruction was compared with the use of a variety of references and sources in the school library. This article is limited to an evaluation of the library utilization phase of the total study. The student utilization of the library was observed during the second year of the study when the subjects were in the ninth grade. The experimental (library-nontext) group was statistically superior in overall effectiveness to the control (textbook) group in terms of number of library visits, time devoted to total library activities, and time devoted to library activities related to science classes. It was found that students of high ability (nine in each group) profited more from the experimental approach than did the students of average ability. While not tested statistically, the use of library materials with no textbook in science was, on the average, more effective than the use of an issued basic textbook when measured by the extent of free reading, the extent of locating and using library materials in science and nonscience areas, and the total library materials checked out in science and nonscience areas. Tables and references are included.

3814
Blakely, W. Paul. "A Study of Seventh Grade Children's Reading of Comic Books as Related to Certain Other Variables," Journal of Genetic Psychology, 93 (December 1958) 291-301.

An investigation was undertaken to measure the effect of comic book reading by nonreaders, light readers, moderate readers, and heavy readers on certain variables. Three hundred and twenty-three seventh graders in an Iowa city were administered the SRA Junior Inventory, Form S; the Stanford Achievement Test, Advanced Battery, Form J; and the Haggerty-Olson-Wickman Behavior Rating Schedules, A and B; as well as three questionnaires constructed to determine the amount of comic book reading. The comic books read by the students were then rated in accordance with the Cincinnati Committee on Evaluation of Comic Books as "No Objection," "Some Objection," or "Objectionable." Thus, for each child was computed, by analysis of variance, a comic book type score and a reading frequency score. A total of 35 parents were asked about their children's reading habits. It was found that seventh-grade children who differed in comic book reading, either as to type or as to frequency, did not differ correspondingly in (1) tested reading ability, (2) achievement in language and spelling, (3) general school achievement, (4) behavior problem status, or (5) intelligence. Seventh graders who read comic books were found to read more library books than students who read no comic books. It was concluded that the results failed to support curtailment of children's access to comic books. References and tables are included.

5885
Boutwell, William D. "Can Book Reading Be Made a Habit?" Improvement of Reading Through Classroom Practice. International Reading Association Conference Proceedings, 9, Part 3 (1964) 180-82.

Although most children experience pleasant introductions to books, several deterrents that develop indifference and hostility were noted. (1) As major tools in education, textbooks are not designed for pleasure reading but they become a symbol of what books offer. Furthermore, by the time a pupil reaches junior high school, he is forced to carry up to 15 pounds of books from class to class. (2) Bad packaging frequently presents books--particularly library books--in dingy, unappealing covers. (3) Forced written book reports develop unpleasant associations with reading. (4) The defensible presentation of great ideas through required reading of classics often forces books written for other audiences in other countries during other eras on our children. (5) Nonownership of books rented from the school system or borrowed from the library is a psychological deterrent to reading. It was suggested that visual aids be used to carry the hard work of storing and retrieving knowledge instead of associating the drudgery with books, that the trend toward colorful paperbacks and ownership of books be encouraged, that discussion replace written book reports, that the theme unit be used to teach great ideas in place of dated classics, and that teachers be encouraged to familiarize themselves with children's literature through college courses, inservice training, and special projects.

4580
Campbell, C. S. H. "Leisure Reading in the Senior High Schools of Alberta," Alberta Journal of Educational Research, 10 (March 1964) 46-55.

In 1959 a survey of the strengths and weaknesses of the leisure reading program in junior and senior high schools of Alberta was undertaken by means of two questionnaires--one sent to all teachers of high school leisure reading in the province and the other to a sample of approximately 10 percent of the students in junior and senior high schools. In the investigation five hypotheses were studied: (1) students' attitudes and behaviours are affected by their leisure reading; (2) the leisure reading program can be implemented in various ways; (3) various observable factors affect leisure reading accomplishments; (4) leisure reading accomplishment varies greatly; and (5) changes are necessary in the present leisure reading program in Alberta. The findings of the students' questionnaires were analyzed according to type of school and according to grades and ages. Hypothesis 1 was partially supported by the findings and hypotheses 2, 3, 4, and 5 were strongly supported. The implications of the findings are discussed, and a list of recommendations is included.

7113
Clarke, Peter. "Does Teen News Attract Boys to Newspapers?" Journalism Quarterly, 45 (Spring 1968) 7-13.

Responses of 381 ninth- and eleventh-grade boys living near Seattle to a group-administered questionnaire were analyzed to determine content interests in the news media (particularly in relation to teen news), extent of information seeking from print media, and the relationship of these to level of reading skills as measured by the Davis Reading Test, Form A. The questionnaire elicited information about leisure interests, exposure to the mass media, and news reading interests. The third section consisted of 109 recent newspaper and magazine news story and feature leads which the subjects rated on a thermometer scale from 0, "extremely sure not to read," to 100, "extremely sure to read." Teen news was found to be a discriminable content category (59.4 mean rating score), as was science (60.3), speed and violence (64.2), sports (51.4), and public affairs (27.1). However, the correlations between teen news and time spent reading the news, book reading, and reading skills were less than the correlations of any of the other four categories (essentially zero). Interest in science information, and to a lesser extent sports, was positively correlated with both exposure to print and reading skills. It was concluded that science and sports news offer advantages over teen news in competing for the readership of adolescent boys.

6334
Emans, Robert and Patyk, Gloria. "Why Do High School Students Read?" Journal of Reading, 10 (February 1967) 300-04.

The rank of four motivational categories was compared, and the relationships between demographic variables and reading motivation were studied. A questionnaire of a forced-choice type requiring acceptance or rejection for each of 24 items was administered to 324 senior high school students from middle and lower socioeconomic families. Results indicated that recreation was the predominant motive, especially with the younger students. Sex was related to information and esthetic motives. The study suggested a relationship between differences in intelligence and motives. When the reading level factor was considered, only the identification motive showed any conclusive results. No significant relationships between social class and motives for reading were evident. The information gathered in this study may be useful as a guide in developing reading materials as resource material for high schools. References are listed.

7163
Gallo, Donald R. "Free Reading and Book Reports--An Informal Survey of Grade Eleven," Journal of Reading, 11 (April 1968) 532-38.

Data from a questionnaire on reading habits administered to eleventh-grade English classes were analyzed. The informal survey was conducted with the entire eleventh grade (128 boys and 134 girls) at two central New York State schools, using one honors group and one basic group in each school, five average groups in one school, and four average groups in the other school. Numbers, kinds, and titles of books read varied according to type of class and sex of reader and also between teacher and pupil book choices. Enjoyment was indicated as the primary reason for reading. Movie influence on the student reader was noted, with 62 percent of the students indicating they had read a book after seeing the movie version. Small group discussion with other students was the preferred method of book discussion. Seventy-nine percent of the students disliked book reports. Student comments about books were the major influence on other students' book choices. It was concluded that guiding reading, eliminating written reports, and encouraging free discussion about books would create enthusiasm for reading. References are included.

6811
Geeslin, Dorothy Hawk. A Descriptive Study of the Current Book Choices of Pupils on Three Grade Levels: A Search for the Effects of Reading Age upon Reading Interests. 111 p. (Ed.D., Florida State University, 1967) Dissertation Abstracts, 28, No. 3, 875-A. Order No. 67-11,156, microfilm $3.00, xerography $5.60 from University Microfilms.

Third-, fifth-, and seventh-grade students rated the interest appeal of books they had read. The survey resulted in the knowledge of third graders' preferences, an assessment of the holding power of the titles established by previous investigators as being popular among fifth and seventh graders, and the identification of three groups of books representative of the reading interests of the three grade levels represented. Two experimental groups were selected. Each subject was shown pairs of books and asked which book in each pair he would prefer to read. One book in each pair was a favorite of his reading-age peers, and the other was a favorite of his chronological-age peers. Members of one experimental group were 8 years old, and members of the other were 12 years old. Members of both groups had a reading age of 10. The number of choices made in accordance with reading age was the sample which received statistical treatment. There was no evidence that boys were influenced more by either reading age or chronological age. Girls in classrooms with chronological age mates made more choices for books preferred by age mates, while girls in classrooms with children younger than themselves did not make a significantly greater number of choices in accordance with chronological age.

3743
Jewett, Arno. "What Does Research Tell about the Reading Interests of Junior High Pupils?" Improving Reading in the Junior High School.

Bulletin No. 10, 26-33. (Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1957.)

Recent research studies dealing with reading interests of junior high pupils are described. In a recent controlled experiment involving 100 ninth-grade pupils in a large metropolitan high school, a definite relationship was found between a pupil's interest in fiction and his comprehension of it. In a study concerning the readability and interest of selected books for 113 retarded readers in grades 4 through 8, it was found that when the interest in the book was high the pupils tended to read above their measured reading levels. A definite relationship was seen between a pupil's interest in a book and his rating of its difficulty in a study dealing with the readability and interest of 20 simplified books for retarded readers in grades 7 through 12. In general, agreement was found in the literature in specific areas of interest. Animal stories, exciting adventure stories, mystery stories which are not too involved and which include young people, certain areas of humor, and patriotic stories were cited as favorite types for both boys and girls. Biographies which describe the youth of famous people were enjoyed by average and bright pupils. Stories of science, aviation, and outdoor life were favorites with boys, and stories dealing with dating, romance, sentiment, and family relationships appealed to girls. A discussion of the relationship of research to the reading interests of the individual is given. References are included.

4911
Jungeblut, Ann and Coleman, John H. "Reading Content that Interests Seventh, Eighth, and Ninth Grade Students," Journal of Educational Research, 58 (May-June 1965) 393-401.

A report on the interest-aversion ratings by students in grades 6 through 10 on 155 prose selections of 275 to 400 words in length is given in this paper. Selections were classified not only as biography, history, narrative, science, or occupational, but also according to the Lorge Readability Index. The question the study sought to answer was whether a given selection which purports to interest students really does appeal to them. Information was acquired through a questionnaire given to approximately 4,088 students in eight states widely separated geographically. Students were asked to read, then rate each selection on a 6-point response scale. Names were not signed, but age, grade, and sex were indicated. Rating procedures are explained. Results are presented in five tables. Student ratings on the individual selections seemed to indicate that neither the general topic nor the literary qualifications of an author furnish an adequate guide to choosing reading selections that will be sure to appeal. The style and content of 102 selections appealed differentially to seventh, eighth, and ninth graders. The ratings suggested that these selections could contribute to motivating retarded readers to improve their reading skills. References are included.

4427
Karlin, Robert. "Library-Book Borrowing Vs. Library-Book Reading," The Reading Teacher, 16 (November 1962) 77-81.

The relationship of children's library book borrowing to actual library book reading was investigated. The investigation, covering a 2-month period, is presented in reference to library subscribers in grades 3 through 9 in Illinois. Five questions were used by the investigator to determine when, number, type, extent of reading, and extent of sharing the book(s) selected. Replies to questions and reasons for or against completion of reading are presented. Also included is a discussion of the accuracy of library circulation figures as an index to children's library book reading. References are appended.

6876
LaConte, Ronald T. The Relationship Between Book Selection Practices and Certain Controversial Elements of Literature in Bergen County, New Jersey Public Senior High School English Departments. 202 p. (Ed.D., Rutgers University, 1967) Dissertation Abstracts, 28, No. 4, 1342-A. Order No. 67-12,022, microfilm $3.00, xerography $9.25 from University Microfilms.

A questionnaire which included a list of 25 controversial and 25 noncontroversial books was sent to some English department chairmen of Bergen County, New Jersey, public high schools. The chairmen indicated whether or not each book was suitable for inclass study by twelfth graders. If a book was unsuitable, they explained their reasons for considering it unsuitable. The questionnaires were followed by personal interviews with each respondent. The interviews and the questionnaires confirmed the hypothesis that there is a relationship between controversial elements of literature and book selection practices. Some results of the data showed that the respondents (1) judged more controversial books than noncontroversial books unsuitable for classroom use, (2) were more likely to reject a book containing sexual descriptions or four-letter sex words than a book containing other controversial elements, and (3) who were male rejected fewer controversial books than those who were female. The chairmen from small schools rejected more controversial books than those from large schools and believed the problem of public objection to books was minor.

4923
Littrell, J. Harvey. "Newspaper and Magazine Reading Interests," Reading Improvement, 2 (Spring 1965) 72-73.

Findings from a study concerning student interests in newspaper and magazine reading are reported. The purpose of the study was to find ways in which newspapers and magazines could be used to develop reading skills. One hundred and nineteen ninth, tenth, and eleventh graders who elected to enroll in developmental reading classes in two Kansas high schools were used. To determine their newspaper reading interests, students were asked to check the sections of the newspaper, excluding the comic section, which they read regularly. To determine magazine reading interest, the students were asked to list not more than three magazines which they read regularly. Although sex and grade level differences were found, the differences were not great enough to act as deterrents to the use of these materials in grades 9, 10, and 11.

7268
May, Mark A. and Jenkinson, Nelle Lee. "Developing Interest in Reading with Film," Audio-Visual Communication Review, 1 (Summer 1953) 159-66.

Two versions of the film "Kidnapped" were shown to 26 high school freshman English classes to determine if a shorter version of exciting episodes was more apt to promote reading the book than a condensed version of the whole story. Three measures of interest in reading the book were used: (1) the librarian's records of the students checking out the book, (2) students' reports of how much of the book they had read, and (3) an objective test of the salient facts in the book. The analysis was based on paired comparisons of the motivational film and the regular film classes under the same teacher, with the percentages evaluated by means of Wilcoxon sums. A significantly greater number of students who saw the shorter, motivational version of the film checked the book out of the library. The scores on the objective test, given 4 weeks after the film, were adjusted to allow for the advantage those students seeing the condensed version of the whole story would have, and when the boys' scores were analyzed, the motivational group's scores were significantly higher. Producers of classroom films need to consider making more films which meet specific teaching objectives, such as motivation.

6420
McGlathery, Donald G. "Claimed Frequency Versus Editorial-Interest Measures of Repeat Magazine Audiences," Journal of Advertising Research, 7 (March 1967) 7-15.

The editorial-interest technique and direct questions on reading frequency were used to determine magazine readership for about 6,000 eligible individuals in 3,410 United States households. The editorial-interest technique employed thru-the-book exposure of stripped issues of magazines with an average age of 5.8 weeks for weeklies, 6.2 weeks for biweeklies, and 13.2 weeks for monthlies. To minimize bias, these magazines were presented in rotation. Reading patterns determined from the resulting audience estimates were compared with what the respondents claimed their usual reading frequency to be in response to direct questions on reading frequency. Results showed that responses to direct questions tended to overestimate for monthlies and underestimate for weeklies and biweeklies. There is a need to test various methodological approaches for more accurate appraisals of frequency estimates and a need to improve questioning to help respondents recall probabilities and differentiate media types.

7333
Sakamoto, Ichiro; Hayashi, Kumiko; and Kamei, Michiko. "A Developmental Study on the Points of Inspiration in Reading," Science of Reading, 10 (March 1967) 1-9.

About 3,000 book reports written by primary through senior high school Japanese pupils were read to determine which points had inspired the students in their reading. Those points were classified into the categories of personal, social, and cultural problems. Differences were found between age groups. Generally, those impressed by personal problems were most frequently found in primary school (37 percent), those impressed by social problems were most numerous in junior high school (53 percent), and those impressed by cultural problems were usually in senior high school (57 percent). In reports of primary-grade students, "mental health" and "improving oneself" were most frequently mentioned. For intermediate-grade students, "improving oneself" and "social behavior" were mentioned most often. "Attitudes toward others" and "forming one's view of life" occurred most frequently in junior high school, and "forming one's view of life," in senior high school. Readers of nonfiction were most frequently impressed by "scientific attitudes" and "social contributions," while fiction readers were influenced by "affection" and "mental health" references. Boys were inspired by "scientific attitudes" and "attitudes toward others"; girls preferred "forming one's view of life" and "affection." It was concluded that reading guidance should be geared to helping pupils develop their individual personalities.

4000
Schramm, Wilbur; Lyle, Jack; and Parker, Edwin B. "Patterns in Children's Reading of Newspapers," Journalism Quarterly, 37 (Winter 1960) 35-40.

The findings of a study of the changing patterns of children's use of mass media, particularly newspapers, are reported. The study was made in San Francisco in April 1958 and in January 1959. In each case a random sample of classrooms was chosen within a sample of schools stratified by the school officials to most adequately represent San Francisco's diverse socioeconomic and racial components. The first six grades and the eighth, tenth, and twelfth grades were studied. In each grade, between 200 and 400 pupils were studied. Sources of information were questionnaires, children's diaries, long interviews with entire families, and test scores. The newspaper was the last major medium to which school pupils were exposed. More than one-third of all children were viewing television at the age of 3, and more than half were listening to books read to them. Before they were old enough for school, one-third of them were looking through magazines; 40 percent were listening to radio. Over 80 percent were viewing television. By contrast, no substantial number of pupils read the newspaper even a few times a week before the age of 7 years. As newspaper readers, pupils gave their attention first to comics. More regular newspaper readership began at about the eighth grade. By the end of high school, two-thirds read a newspaper nearly every day. The brighter students were more likely to read the newspaper than were the slow students.

4748
Shores, J. Harlan. "Reading Interests and Informational Needs of High School Students," The Reading Teacher, 17 (April 1964) 536-44.

Results of a study to ascertain the reading interests and informational needs of high school students are given. Schools which provided subjects for the nationwide sample were distributed in equal proportion in each of the nine census areas in the United States. Approximately equal representation was taken from rural, urban, and metropolitan communities. About one-third of the student population was in the tenth, eleventh, and twelfth grades. The inventory questions were in open-ended form to discourage stereotyped and forced responses in terms of rigid classification. They were (1) ask-about interests, (2) reading interests, and (3) reference behavior. Youth were not necessarily interested in asking about the same things they wanted to read about; their reference behavior was different from both of these, and their reference desires differed somewhat from their reference behavior. Junior and senior high school teachers were less accurate in predicting students' reading choices and questions than were the elementary school teachers. A list of references is given.

7364
Soares, Anthony T. and Simpson, Ray H. "Interest in Recreational Reading of Junior High School Students," Journal of Reading, 11 (October 1967) 14-21.

The existence of short story interest-rating differences for 1,653 junior high school students of all socioeconomic levels when grouped according to intellectual ability (high, average, low); grade level (seventh, eighth, ninth); or sex was investigated. As a basis for the study, 862 short stories from junior or senior high school anthologies were rated on the basis of student interest. From these were selected 15 stories given the greatest average interest rating by all students, 15 stories given the lowest rating by all, 15 given a higher interest rating by the high intelligence group than by the low, and 15 given a higher rating by the low intelligence group than by the high. Results showed that significant differences in reading interests for stories did exist when students were grouped by intellectual ability or grade level. The greatest differences appeared between the high and low intelligence groups and the seventh and ninth grades. Among others, realism and suspense were considered the most significant story elements. References are included.

5005
Stewart, Janice S. "Content and Readership of Teen Magazines," Journalism Quarterly, 41 (Autumn 1964) 580-83.

The influence of magazine content directed to teenagers was studied. It was noted that the majority of the magazines emphasized entertainment heroes and invited questions on teenage problems. The third largest group of articles was concerned with fashion and beauty. Contest and pen pal departments were frequent. It was concluded that the teen magazines, with two exceptions, were not harmful in their influence. A questionnaire to determine the appeal of articles and magazines was given to 332 students who were divided into three groups of low, middle, and high ability in grades 7 through 12 at West Junior-Senior High School, Madison, Wisconsin. The school enrolled students of better-than-average ability from better-than-average income families. It was found that the teen magazines as a group appealed less to the students than did adult magazines.

4510
Strang, Ruth. "Scope of Adolescent Interests," Education, 83 (April 1963) 463-67.

The relation of adolescents' interests to reading are discussed, and investigations of reading interest are summarized. A 16-item bibliography is included.

4523
Vaughan, Beryl I. "Reading Interests of Eighth-Grade Students," Journal of Developmental Reading, 6 (Spring 1963) 149-55.

A study to identify the reading interests of 134 eighth-grade students at Arsenal Technical Junior High School in Indianapolis, Indiana, is described. The students were grouped according to sex and further classified as bright, average, or dull, as determined by IQ scores on the Henmon-Nelson Intelligence Test. Information about reading interests obtained from questionnaires completed by the students included preference questions about types of books and book titles, newspapers and magazines read, and library use. Responses were tabulated for the various groups. A marked contrast between preferences of boys and girls was noted in the summary of the results. A discussion of the preferences expressed by the various groups is given. Tables are included.

5035
Whitman, Robert S. "Significant Reading Experiences of Superior English Students," Illinois English Bulletin, 51 (February 1964) 1-24.

To determine the impact of books on recently graduated superior high school students, a questionnaire was sent in September of 1960, 1961, and 1962 to 2,600 finalists in the National Council of Teachers of English Achievement Awards Program. The students gave the title of a book read during high school that was significant to them and explained the book's significance. The titles were tabulated, and the reasons classified. The top 40 books are listed according to frequency. The superior students indicated that the books were significant because the content was instrumental in shaping their attitudes, values, or thoughts. They were also attracted by the book's literary quality. Implications for teaching methods are discussed. References and a reading list are included.

4350
Witty, Paul. "A Study of Pupils' Interests, Grades 9, 10, 11, 12," Education, 82 (September 1961) 39-45; (October 1961) 100-10; (November 1961) 169-74.

A three-part report on a Northwestern University survey of 1,200 high school students in Indiana and Illinois showed that juniors and seniors watched less television than freshmen and sophomores and that girls watched less than boys. Favorite shows and those most "boring" were listed. Most pupils viewed movies once or twice a month. The older pupils were less likely to study with TV on than the underclassmen, but a majority of all surveyed studied by radio or TV only occasionally. Programs that pupils considered helpful in their schoolwork were listed. Although mass media constituted the favored leisure pursuit, other activities--such as sports, building models and furniture, raising pets, and playing musical instruments were recorded. The average amount of reading time per week outside of class was 1.35 hours. Although the students thought movies had some influence on their reading, media in general was not influential. Girls preferred reading fiction, with newspapers and magazines second; the preference was reversed for the boys. Few reported liking poetry, plays, or essays; boys preferred adventure; girls, romance. Preferences for specific kinds and titles of reading were listed. Over 70 percent of the subjects indicated plans for college. The reports include 48 tables.

4536
Woolcock, Cyril William. "Guiding the Reading of Superior Students in a Special High School," The Reading Teacher, 16 (May 1963) 448-51.

A questionnaire survey of the reading characteristics of 85 gifted girls in grades 9 through 12 was conducted at Hunter College High School, a special school for intellectually gifted girls. The principal objectives were to gain as much concrete information as possible about the average reading load, to study the extent and nature of voluntary reading of these students, and to learn how superior students select their books for voluntary reading. The results revealed (1) that superior students often read voluminous amounts of required material, (2) that the majority of students did a great amount of independent reading of high quality, but still presented the school with problems for study, and (3) that superior students were--(a) difficult to influence in their reading selection, (b) more likely to follow a classmate's or friend's suggestions than those of any other group, (c) more likely to be influenced in the choice of books by their peers than by their teachers, and (d) more likely to listen to their parents than to teachers in choosing the books they read. At least some statistical evidence was obtained to support certain intuitive beliefs about the reading characteristics of the intellectually gifted student.

7424
Wragg, Marie. "The Leisure Activities of Boys and Girls," Educational Research, 10 (February 1968) 139-44.

One hundred and forty 14- and 15-year-olds in London were questioned concerning their leisure activities over a period of 1 week. Each child kept a daily diary and answered a few questions. There was a total of 75 boys and 65 girls from two grammar schools, two modern schools, and two comprehensive schools. The hypothesis for the study was that the type of school affected the type of leisure activities in which the child engaged. Calculations were made of the percentages of boys and girls in different types of schools who mentioned particular leisure activities. In seven out of 10 of these activities, the differences between types of schools were significant. The author indicated that further research on leisure activities as they are affected by particular school environments might prove fruitful to teachers. Tables and references are included.

4026
Zamchick, David. "Paperback Buying Patterns," English Journal, 49 (May 1960) 336-40.

The paperback buying patterns of high school students were investigated. The top and bottom buying scales of each of four eleventh-grade groups were focused on in order to note differences as well as similarities in each group. The Otis Quick-Scoring Test of Mental Ability was used as an indicator of academic ability. Books were purchased by the four classes from the Teen Age Book Club, which provided a total of 128 titles during the school year. It was pointed out by the survey that popular buying patterns do not accurately reflect the taste of individuals, they merely point up the mass pattern and make the role of reaching the individual that much more important. The superior class bought more books than any other group, revealing that it had achieved the reading habit. The two special reading classes were likely to hold their own when paperbacks were introduced into the classroom. The average class, because of its wide reading range and diversity of abilities, presented the greatest challenge to establishment of student-owned libraries through paperback purchases. Tables are included.

Reading Habits and Interests in Relation to Other Factors

5059
Blount, Nathan S. "The Effect of Selected Junior Novels and Selected Adult Novels on Student Attitudes Toward the 'Ideal' Novel," Journal of Educational Research, 59 (December 1965) 179-82.

Possible differences in student perceptions of the ideal novel that might be associated with the reading of typical novels were investigated. Three classes of ninth-grade students and three classes of tenth-grade students enrolled in a Florida public school participated in the study. The total number of subjects retained at the conclusion of the study was 159. Eighty-six were in the group reading junior novels, and 73 were in the group reading adult novels. The Q-sort method was used to develop an instrument to measure attitude toward the novel. The Kendal coefficient of concordance was used to obtain a measure of commonality of judgments for 18 experts in English education. Two treatments were used. Forty-four ninth-grade students and 42 tenth-grade students read a junior novel every 2 weeks for a total of 6 weeks; 41 ninth-grade students read one adult novel every 2 weeks for a period of 6 weeks. Analysis of covariance was used to analyze the data. For this population, the junior novel was at least as effective as, if not more effective than, the adult novel in bringing the students' perception of the ideal novel into agreement with the experts' perception of the ideal novel. Also, certain characteristics of the novel seemed more important determiners of the novel's impact than did factors which inhere in the reader or in the setting of the reading of the novel. Tables are included.

6735
Bradley, Betty Ann Biel. The Nature and Recommended Use of Reference Materials in High School Biology Textbooks. 100 p. (Ph.D., University

of Texas, 1966) Dissertation Abstracts, 27, No. 7, 2002-A. Order No. 66-14,355, microfilm $3.00, xerography $5.00 from University Microfilms.

A group of 10 high school biology textbooks was examined to determine in what ways the authors stimulated students to read outside the text. Five of the textbooks were published in the early 1950's and five in the 1960's. A comparison was made of the two sets of texts. Suggestions made by the author were grouped into the categories of (1) number of references in the text, (2) the nature of references given in the textbook, and (3) the textbook author's recommended use of references. A composite list of titles of 1,339 different books, pamphlets, and bulletins and 44 different journals quoted or referred to in the texts was analyzed. The titles were checked against the AAAS Science Book List for Young Adults as a criterion for the suitability of suggestions. Trends identified in the newer texts were toward suggestions of fewer and newer books, use of more quoted passages, suggestions of more journals, and introduction of more of the men who participated in the history of science.

6743
Brown, Pauline. The Relationship of Attitude and Reading Comprehension to Critical Reading Responses. 195 p. (Ed.D., Boston University, 1966) Dissertation Abstracts, 27, No. 10, 3357-A. Order No. 66-14,774, microfilm $3.00, xerography $8.80 from University Microfilms.

The purpose of the study was to investigate the relationship of high school readers' attitudes and reading comprehension abilities to critical reading responses. Subjects were 145 male and 125 female eleventh-grade students. The topics of communism and Negro racism were chosen for the reading articles. Four articles on each subject were written, and a set of questions was constructed for each. The question sets included three types of questions: fact-opinion, interpretation of conclusions, and evaluation of arguments. Results showed virtually no relationship between attitude toward a topic and critical reading responses. Attitudes toward communism were generally unfavorable; attitudes toward the Negro race were highly favorable. Students tended to make a greater number of correct responses concerning Negro racism than they did concerning communism. Critical reading responses tended to correlate positively, but moderately, with standardized reading tests, critical thinking tests, and the intelligence test. Girls in the study exhibited higher IQ's and showed significantly higher mean scores on responses to questions about Negro racism, on total critical reading responses, and on the Nelson-Denny reading comprehension subtest. They displayed less favorable attitudes toward communism and more favorable attitudes toward the Negro race than did the boys. All subjects tended to give more correct answers to questions on the topic toward which they had expressed favorable attitudes.

5083
Clarke, Peter. "Parental Socialization Values and Children's Newspaper Reading," Journalism Quarterly, 42 (Autumn 1965) 539-46.

The relationship between parental socialization values and children's newspaper reading was studied. Data were gathered from 445 tenth graders and their parents. The children were selected randomly from classes of participating teachers. Each child completed a self-administered questionnaire at home while one of his parents was interviewed. Parents were confronted with Kohn's list of desirable traits and were asked to rank the three most important traits from a list of nine. Parental values were correlated with the amount of newspaper exposure by tenth graders and the kinds of content children like to read. The correlation between parental values and children's gross exposure to newspapers was clouded somewhat by the relationship between values and family socioeconomic status as measured by chief-wage-earner's occupation and education. High-status parents were more likely to have value profiles described as child-centered or high intellectual concern. Family status alone was more highly predictive of children's newspaper attention than the value variable. Other results are given. Tables and references are included.

6775
Crocker, Oswald Kitchener. The Leisure Reading of High School Students in Newfoundland, Library Facilities in the Schools, and Home Background as Related to Reading. 302 p. (Ed.D., Indiana University, 1967) Dissertation Abstracts, 28, No. 10, 3880-A. Order No. 68-4713, microfilm $3.90, xerography $13.75 from University Microfilms.

An attempt by the literature course of study to develop interest in good literature was evaluated, and the effects of library facilities and home conditions on the achievement of this objective were studied. Data were collected through questionnaire responses of principals and students. Some conclusions were (1) that the literature course of study failed to develop interest in good literature, (2) that Newfoundland schools were seriously handicapped by inadequate library facilities and services, and (3) that although the home providing a good reading atmosphere was more influential than the school, the school had the major responsibility for the development of reading interest. Reforms in the course of study, teacher training, the external examination system, and school library services were recommended.

4242
Hemmerling, Robert L. and Hurst, Homer. "The Effects of Leisure Time Activities on Scholastic Achievement," California Journal of Educational Research, 12 (March 1961) 86-90.

An investigation was undertaken to determine the relationship which may exist between the amount of time spent by a student in selected leisure-time activities and his scholastic achievement. One group of 202 sophomore students at La Habra High School in the Fullerton, California, district were administered a questionnaire concerning leisure time spent in nine activities: television viewing, studying, working, listening to music, sports, reading, dating, church, and motion picture viewing. The relationship between grade point averages and time spent on sports, reading, dating, and church was not found to be significant. The relationship between grades and time spent with television, work, and movies was found to be somewhat significant; the relationship between time spent with music and grades was found to be more significant. All these relationships of significance were found to be detrimental to grade point average except study, which was found to be very significant and was highly correlated with high grade point average. Tables and references are included.

5162
Hughes, Marie M. and Willis, Paul. "Personal Reading: A Study of a Seventh Grade," On Becoming a Reader. Claremont Reading Conference Proceedings, 29 (1965) 90-101.

One thousand seventh graders in Salt Lake City were studied to identify the superior readers who read widely in their daily lives among those who scored 8.5 or better on the California Achievement Test. Fifty-eight "extended" readers, comprising about 16 percent of the superior readers in recorded reading achievement, or six percent of the total 1,000 students in the seventh grade, were matched with a group of superior but "nonextended" readers from the same school environment. "Extended" and "nonextended" readers are characterized. These two groups were compared for preference in sports, state of health, social relations, age for beginning reading, and grades received in the area. Interviews were used to investigate how the members saw themselves and their relations with others. An attempt was made to discover similarities and differences existing among the families of the two groups of readers. Questions concerned the low percentage of "extended" readers and ways the school might promote positive self-concepts and independence through stimulation in areas not touched in the home. References are included.

6924
Miller, Joseph Linfield. Curricular Implications of the Values Represented in American Literature Anthologies Currently Adopted by the State of Mississippi. 131 p. (Ed.D., University of Mississippi, 1967) Dissertation Abstracts, 28, No. 8, 2954-A. Order No. 68-2140, microfilm $3.00, xerography $6.40 from University Microfilms.

The value judgments represented in the American literature taught in Mississippi high schools were examined, and curricula guidelines for teaching this literature from a value-oriented standpoint were set up. The anthologies used in the study were published by Scott Foresman Company; Harcourt, Brace, and World Company; and the L. W. Singer Company. It was concluded that value judgments were made in the three anthologies. The represented values were consistent with those of Dr. George Spindler and the Educational Policies Commission study. The American short story is a good vehicle for teaching community values; the protagonist usually sets cultural values consistent with the times. Short story selections in the anthologies were not current.

7312
Rarick, Galen R. *Field Experiments in Newspaper Item Readership*. (Eugene, Oregon: University of Oregon, School of Journalism, 1967) 77 p.

Thirteen hypotheses which were statements of supposed relationships between readership and treatment--typographical or stylistic--of newspaper items were tested. Questions concerning these hypotheses were ones said to be raised frequently among editors and advertising personnel. The Eugene, Oregon, Register-Guard, an evening newspaper, was studied for 6 days. A random selection of approximately 6,200 subscribers 15 years of age or older was interviewed daily. Each hypothesis was tested two or more times on two or more different days with different samples of readers and different stories or advertisements used. Thus the data could be examined for consistency, and inference would be more meaningful. In general, the findings indicated that where an item was presented was not as important a determinant of readership as how it was presented and how it was said. Most important was what was said. Samples of all the hypotheses tested and references are included.

3664
Scott, Lloyd F. "Television and School Achievement," *Phi Delta Kappan*, 38 (October 1956) 25-28.

The relationship between the amount of television viewing by children and the following characteristics of televiewing children is described--(1) achievement in reading, arithmetic, language, and spelling, (2) intelligence, (3) personal and social adjustment, (4) educational and leisure time interests, and (5) occupational rating of parent. The televiewing habits of 456 students in sixth and seventh grades in four randomly selected schools in San Leandro, California, were recorded on checklists for two 1-week periods. The responses of 407 children were chosen for analysis. The upper 27 percent and the lower 27 percent of the children, based upon the distribution of total television viewing time (upper, 22 3/4 to 69½ hours per week--lower, 0 to 9 3/4 hours per week) were compared. Inverse relationships were found between amount of television watching time and achievement in arithmetic and reading and total achievement, parental occupation, and intelligence, verbal and total score. No significant differences were found between the two groups of children in personal and social adjustment or leisure-time and in-school interests. Possible causes of the inverse relationships are discussed. Suggestions for further research are made. Tables are included.

3784
Sekerak, Robert M. "Mass Communication Media, Reading Comprehension and Intelligence," Audio-Visual Communication Review, 5 (Spring 1957) 468-75.

A study was made to discover any relationships between the amount of time spent in contact with various means of mass communication and the reading comprehension achievement scores of certain junior high school students. A diary-questionnaire form was developed. Three hundred and sixty-six eighth- and ninth-grade students at the San Fernando Junior High School in San Fernando, California, were subjects. A daily diary of free-time mass communication activity for 2 consecutive weeks was submitted by each subject. Intelligence quotients, nonlanguage intelligence quotients, reading comprehension achievement scores, and the chronological ages of the students were provided from school records. Few statistically significant relationships between either intelligence quotients or reading comprehension scores and the mass communication behaviour of the sample population were found. Where significant relationships were found, this pattern was noted--those with higher reading comprehension scores and those with higher intelligence quotients spent more time in contact with the mass communication media. A consistent tendency for those students with high intelligence quotients to spend significantly more time with the reading type communication media was found. Chronological age was not a significant factor in the study. Tables are included.

4501
Sizemore, Robert A. "Reading Interests in Junior High School," Education, 83 (April 1963) 473-79.

Selected recent investigations of the reading interests of seventh and eighth graders are summarized. The studies are arranged under the following topics: reading as recreation; televiewing and reading; nature of preferred materials; sex, a major determinant; and reading and mental ability. The studies suggested the importance of continued guidance in reading by parents, teachers, and librarians; the maintenance of a balanced collection of materials in home and school libraries; the need for greater familiarity with children's literature among teachers and parents; and classroom activities to arouse the interests of the good and poor readers. A 20-item bibliography is included.

4753
Soares, Anthony T. "Salient Elements of Recreational Reading of Junior High School Students," Elementary English, 40 (December 1963) 843-45.

A study attempting to determine whether short stories rated high in interest by junior high students contain salient elements which appeal equally to all students when grouped on the basis of intellectual ability, grade level, or sex is reported. Sixty stories were rated by 1,653 students; the top 15 stories were analyzed on the basis of 33 elements. Analysis was made to discover what elements had high appeal for what group and to compare student groups with one another. Some unexpected findings led to recommendation for further study. A brief reference list is included.

4507
Stanchfield, Jo M. "Boys' Reading Interests as Revealed Through Personal Conferences," The Reading Teacher, 16 (September 1962) 41-44.

An investigation of the effect of reading achievement upon reading interest among elementary school boys is described. Subjects were 153 fourth, sixth, and eighth graders from the Los Angeles City Schools who represented a cross section of socioeconomic levels. Subjects were examined for intelligence (IQ's of 90 to 120) and adequate emotional and physical health. Superior, average, and poor readers were identified at each grade level. Each subject was questioned during an hour-long personal interview about his preferences for general types of reading (science fiction, mystery, westerns, etc.) and characteristics of reading interests (suspense, courage, happiness, etc.). Responses were analyzed according to these categories: (1) reading interests both for grade level and for reading ability groups and (2) preferred characteristics of reading interests for grade level and for reading ability groups. Very high correlations were reported for both categories. It was concluded that very few differences in reading interests exist among boys of differing abilities or grade levels. Implications for teachers based on the findings are discussed.

6530
Walster, Elaine; Aronson, Elliot; and Abrahams, Darcy. "On Increasing the Persuasiveness of a Low Prestige Communicator," Journal of Experimental Social Psychology, 2 (October 1966) 325-42.

It has often been demonstrated that subjects will assume that a high prestige communicator is a more expert and honest person than a low prestige communicator. Consequently, a high prestige communicator is usually assumed to be more effective in convincing others of any opinion he advocates than is a low prestige communicator. This study proposed that the abstract credibility of a communicator is not the sole determinant of potential effectiveness. Any communicator, regardless of his prestige, will be more effective and will be considered more credible when he is arguing for a position opposed to his own best interests than when he is arguing for changes obviously in his own best interests. A low prestige source could be even more effective than a high prestige communicator. Two experiments concerning legal system changes were conducted with 140 and 233 junior high school students. Both experiments supported the above hypothesis. References are listed.

5038
Witty, Paul and Melis, Lloyd. "A 1964 Study of TV: Comparison and Comments," Elementary English, 42 (February 1965) 134-41.

Yearly televiewing surveys that were given to 200 boys and girls in elementary and secondary schools in Illinois from 1949 to 1964 are summarized and compared. The viewing time, program favorites, programs that affect school work, and programs suggested for the future were surveyed. Studies of the effects of television on reading are cited. Also studies on the effects of television on antisocial behavior are discussed. Limitations of all the studies are stressed. More creative research in these areas is suggested. References are footnoted.

Personnel

4037

Baughman, M. Dale. "Special Reading Instruction in Illinois Junior High Schools," National Association of Secondary School Principals Bulletin, 44 (November 1960) 90-95.

Developmental, remedial, and corrective reading instruction in 133 Illinois junior high schools was surveyed. Data gathered by questionnaires revealed that few schools in the sample had well-established programs of long tenure. Slightly more than one-third of Illinois junior high schools had a teacher with special training in remedial or developmental reading. The major findings are described; conclusions based on data from a 50 percent sample of junior high schools in Illinois are listed. Tables and references are given.

4566

Braam, Leonard S. and Roehm, Marilyn A. "Subject Area Teachers' Familiarity with Reading Skills," Journal of Developmental Reading, 7 (Spring 1964) 188-96.

A questionnaire was distributed to obtain a general picture of classroom teachers' awareness of the skills relevant to successful reading in their subject areas. Fifteen schools in New York state participated. Teachers were asked to list the reading skills most necessary in their areas, the skills students performed best, and the skills most deficient. Teachers responded yes or no to questions regarding teacher training in reading, the presence of a reading program in their schools, and the presence of a reading specialist in their schools. The responses, some of them contradictory, were analyzed. It was concluded that communication between reading experts and classroom teachers was not effectively accomplished through the professional writing and teacher training programs or by the reading specialists employed in the schools. A table and references are given.

7087

Braam, Leonard S. and Roehm, Marilyn A. "Concepts of a High School Reading Program and the Role of a Reading Teacher," Journal of the Reading Specialist, 7 (December 1967) 55-61.

Subject matter teachers, reading teachers, and principals from 16 high schools within a 25-mile radius of Syracuse, New York, were surveyed. Sixty-three percent of the teachers had received no instruction in the teaching of reading. Sixty-four percent of the teachers indicated that there was a reading program in their high school. Results of the survey revealed that, in general, neither administrators nor teachers in these sampled schools were sufficiently aware of what should constitute an effective reading program or of what the responsibilities of a reading person should be. It was concluded necessary to develop an awareness of a need for better understanding about the reading process, the teaching of reading, and the elements essential to a good reading program. The need for improved communication between reading authorities and high school personnel was emphasized. Tables and references are included.

Catterson, Jane H. "Successful Study Skills Programs," Developing Study Skills in Secondary Schools. International Reading Association's Perspectives in Reading, No. 4, 156-69. (Newark, Delaware: International Reading Association, 1965.)

A synthesis of numerous reports on high school study skills programs cites specific examples and notes a tendency to offer reading and study skills training in (1) partial programs related to English classes, (2) content classes by individual teachers, and (3) all-school programs that involve the entire school staff. Although the first method has produced satisfying results, a trend was noted toward an awareness by content teachers of the need for study skills training; and the benefits of an all-school program were stressed. Such a goal relies greatly, it was noted, on administrative support and consultant guidance by reading and study skills specialists; teachers need help to become familiar with their materials in a new way, to identify skills needed, to develop spiral rather than linear presentations, and to gather essential materials. It was suggested that content textbooks could incorporate study skills instructions and drills, that journals besides those in English and reading should emphasize and disseminate study skills information, and that the true success of a study skills program must be measured in terms of student acquirement of both content subject matter and the skills themselves. References are included.

4407
Geake, R. Robert. "Michigan High Schools Stress Special Reading Programs," Michigan Education Journal, 39 (November 1961) 262-63.

Donald E. P. Smith's 1956 mail survey of special instructional arrangements for the teaching of reading in Michigan's public high schools was repeated. A specially designed questionnaire was sent to the same 128 schools selected on a systematic sample basis by Dr. Smith. The survey showed that overall interest in special reading programs for Michigan's high schools is increasing. There seems to be an increase in number and scope of special services in schools under 500, but a decrease in number of programs in the largest schools. Principal reasons for not offering special programs are lack of trained teachers, lack of physical facilities, and lack of funds, in that order. Rapid reading classes are rated highest on a satisfaction scale. Data are summarized in table form.

5151
Heitzman, Andrew J. and Bloomer, Richard H. "The Need for Special Remedial Teachers," Journal of Reading, 9 (October 1965) 30-33.

Results of a survey to determine the extent of the need for special remedial teachers, particularly in the area of reading, in New York state are summarized. A questionnaire concerning needs for specialized assistance for educationally disabled pupils and for courses considered essential parts of a curriculum to train remedial reading teachers or reading consultants was completed by 69 New York state superintendents from a randomly chosen sample of 100. Responses to the questionnaire are discussed. Tables are included.

7243
Lindsey, Alfred J. and Simpson, Ray H. "Professional Reading for English Teachers," Illinois School Research, 4 (November 1967) 23-27.

Studies assessing the professional reading habits of high school English teachers indicate that professional reading is limited to a few journals. To determine whether attitude change might be the result of reading social psychology journals, 10 articles carefully chosen to be of varying degrees of value to English teachers were given to 25 participants in the study. These were to be rated on a 1-to-5 scale according to their value to the participants as English teachers. Analysis of survey results indicated no change in the rating of social psychology journals, some change in philosophy of teaching, and changes in classroom procedures after reading the articles. It was concluded that circulation of social psychological literature has value as an inservice training procedure for English teachers. References are included.

4273
McGinnis, Dorothy J. "The Preparation and Responsibility of Secondary Teachers in the Field of Reading," The Reading Teacher, 15 (November 1961) 92-97, 101.

Results of a questionnaire survey conducted to evaluate the preparation and responsibility of secondary teachers in the field of reading are reported. Replies from 507 secondary teachers in Michigan, selected by means of tables of random numbers, were used in the study. In addition, 1,029 second-semester college freshmen at Western Michigan University were administered a questionnaire concerning the reading instruction they had received in high school. Responses to each item on both questionnaires were tabulated, the standard error of difference of the two percentages was found, and t was calculated. It was indicated that secondary teachers as a whole are not providing instruction in reading, nor are they adequately prepared to do so. Suggestions are made which would help correct this situation. The questionnaires used in the study are given, along with tables and references.

7295
Olson, Arthur V. and Rosen, Carl L. "A Study of Teacher Practices in Reading," Reading Improvement, 4 (n.m. 1967) 84-87.

A sensible beginning to developing a secondary reading program with all teachers participating should include (1) evaluation of what is considered "common practice" in the school and (2) education of faculty members and administrators concerning differences and confusions that exist among members of the staff. A questionnaire-checklist survey of 585 junior and senior high school teachers and their 41 principals uncovered differences of opinion between men and women on such points as material suitability and the teacher's confidence in his or her ability to teach reading skills. Generally the men were less confident of both. Principals felt that teachers were not doing the job as well as they thought, and comparison of answers to several questions indicated contradictions and obvious confusion among faculty members and between faculties and principals. Teachers, for example, felt their texts' difficulty suited the reading level of their pupils but later admitted that they did not provide for either those who read above or those who read below the grade level. Teachers did not agree with the principals on the amount of information on the reading ability of their pupils made available by the office. A table of the questionnaire responses and references are included.

3881
Patterson, Walter G. "The Role of the Classroom Teacher in Helping Students Improve in Reading," Journal of Developmental Reading, 1 (Summer 1958) 31-41.

The role of the classroom teacher in helping high school students improve in reading was investigated at the Needham, Massachusetts, High School. From Marshall Covert's paper, written for the 1957 International Reading Association meeting in New York, 12 general statements were prepared relating to the participation of the classroom teachers in supplementing the formal instructional reading program. Teachers were asked to react to each statement by agreeing, agreeing with reservations, disagreeing with reservations, or disagreeing. Their answers were summarized in table 1. The 31 teachers were then asked to express themselves about the role of the classroom teacher in helping students improve in reading. From the Covert paper were also prepared 23 practical suggestions for teachers. The participating teachers were asked to indicate if they were presently using the technique, if they wanted to try it, if they wanted help from the reading teacher before using it, or if they thought the suggestion was not the job of the subject teacher. Answers were summarized in table 2. It was concluded that classroom teachers recognize the importance of effective reading, do not feel competent to offer assistance, and want help from the reading specialist rather than a committee to become more effective in applying reading techniques.

5246
Peyton, Jim and Below, Russell. "The Need for Reading Instruction in Kentucky High Schools," School Service Report, 6 (October 1965) 2-7.

A study exploring the need for reading in Kentucky high schools and the degree to which that need is being met is presented. Information was gathered from a 1962 study done by the Research Committee of the Kentucky Association for Supervision and Curriculum Development, from reading scores of 3,250 Kentucky high school students, and from questionnaires completed by 95 high school principals in Kentucky. Responses of the principals to questions concerning reading needs, reading programs in existence (developmental, corrective, and remedial), and problems encountered and anticipated in starting and maintaining a reading program are discussed. References and a table are included.

3553
Robinson, Helen M. "Qualifications for Teachers of Remedial Reading," The School Review, 63 (September 1955) 334-37.

A questionnaire concerning (1) general background, (2) understandings, skills, and techniques, and (3) experiences particularly useful to remedial reading teachers was sent to 683 members of the National Association for Remedial Teaching. An analysis was made of the responses of the 109 reading clinic directors and teachers, reading supervisors and consultants, school remedial reading teachers, classroom teachers of reading, guidance and testing personnel, and others in miscellaneous types of positions who returned the questionnaire. The findings are discussed according to the opinions of the total group except where subgroup responses were appreciably different from the total group. Eight widely accepted qualifications for remedial reading teachers dealing with personality traits, teaching experience, educational background, understanding of reading processes and programs, knowledge of methods and materials for diagnosis and instruction, reports on students, and familiarity with reading research are listed.

7342
Sawyer, Rita and Taylor, Lucille B. "Evaluating Teacher Effectiveness in Reading Instruction," Journal of Reading, 2 (March 1968) 415-18, 483-88.

A total of 61 fourth-grade and junior high teachers participated in federally sponsored 10-week inservice programs over an 18-month period. Teachers from the Memphis City School System spent 3 hours a day for 2 weeks at the Memphis State University Reading Center acquiring deeper understandings of how to teach reading skills. They then spent 8 weeks teaching reading and language arts, under supervision, to three students. Evaluation was done through rating sheets filled out by the teachers themselves, by their supervisors, and by a university team. Among the conclusions reached were (1) the program increased the effectiveness of classroom teaching; (2) considerable background knowledge of reading had been acquired by the teachers involved; (3) the programs which took place during the regular school year were more effective than the summer program which did not allow immediate opportunity to try out new ideas in classrooms; and (4) teachers were less effective judges of themselves than were the supervisors or the university teams. Tables are included.

4500
Simmons, John S. "Who Is Responsible? The Need for Qualified Supervision of the Reading Programs," English Journal, 52 (February 1963) 86-88, 93.

A theoretically sound high school reading program was developed through the use of standard texts and references. The program was revised on the basis of the suggestions of a panel of secondary school reading authorities, and a 40-item questionnaire on reading principles and practices at the high school level was developed. Schools from a five-state area of Minnesota, North Dakota, South Dakota, Iowa, and Wisconsin were sent questionnaires; of these, 127 out of 152 were returned. Information was received on four facets of reading programs: (1) administration of program; (2) nature of students in program; (3) general characteristics of program; and (4) specific practices within the program. The results are discussed and presented by percentages in tables.

Smith, Kenneth Joe. A Survey of Seventh and Eighth Grade Reading Programs in Selected AAA Missouri Public Schools. 129 p. (Ed.D., University of Missouri, 1963) Dissertation Abstracts, 24, No. 8, 3238-39. Order No. 64-1726, microfilm $2.75, xerography $6.20 from University Microfilms.

A 1963 descriptive survey-interview study of 140 of Missouri's 146 AAA schools which included grades 7 and/or 8 indicated a general recognition of the need for reading instruction programs as a part of the regular curriculum in 81.4 percent of the schools. Of the 72 schools which had developmental programs, 62.5 percent offered classes designated specifically for developmental reading instruction. In 26 of 30 comprehensive programs studied, students were grouped homogeneously according to reading ability for reading instruction, and 26 created a structure for the program by using a reading-literature series. Half of the instructors in the comprehensive programs studied had no training in reading; the median number of course hours in such training was five. Only seven of the 30 programs met Gray's "Criteria Underlying

Sound Reading Programs"; all seven grouped students homogeneously, used professionally trained teachers, and offered inservice training in reading instruction. The comprehensiveness of a school's program was not necessarily an indication of its quality; and sound, comprehensive programs were in operation in a variety of geographical locations.

Stanchfield, Jo. "The Reading Specialist in the Junior High School," Improvement of Reading Through Classroom Practice. International Reading Association Conference Proceedings, 9, Part 3 (1964) 55-57.

Observation in four large California school systems indicated three basic organizational structures in the teaching of reading. Most common was the specialist teaching regular reading classes often listed and credited as units of English. A second pattern centered around a reading "laboratory" or "center" which offered both texts and mechanical equipment. The third pattern offered the regular classroom teacher the advice of a reading specialist to help diagnose and correct cases of reading disability. Development of three types of classes indicated as "Basic Reading," "Reading Improvement," and "Power Reading" was noted. Generally the reading specialist was not only responsible for instruction but also for program development, for dissemination of information to those who control school policy, for consultation with the classroom teachers, for consultation with parents and students, and for workshops, conferences, and demonstrations. It was stressed that the reading specialist's role in the secondary school needs to be delineated and that continuous research must provide him with improved guidelines, techniques, materials, and other resources to perform these tasks; at the same time the importance of reading in our complex society demands that the role of the reading specialist be strengthened and expanded. References are included.

3792
Thornton, Robert D. Developmental Reading in Texas Secondary Schools. Texas Study of Secondary Education, Research Study, No. 23. (Austin, Texas: Mrs. Mae Cowan, 2207 Nolan Street, 1957) 29 p.

The state of developmental reading in Texas high schools was studied by means of a questionnaire sent to 175 schools so selected as to be representative of the total picture throughout the state. Of the 120 schools responding, 27 were found to have some kind of developmental reading program. These schools were asked to indicate the nature of their program, including such considerations as the number of teachers, type of instruction given, method of combining the work with the curriculum, kinds of materials used, any special reading equipment owned, films used, and information concerning how the program got started. Those who did not have a developmental reading program were asked to indicate the reasons why they did not and the degree to which they would favor such a program. The report is divided into three sections: (1) an introduction, in which the general aspects of developmental reading in educational institutions are discussed; (2) the questionnaire findings; and (3) an interpretation of the findings, including suggestions of practical value for establishing or improving developmental reading in the high school. A bibliography and tables are included.

Williams, Richard P. The Final Report of the Institute for Advanced Study in Reading for Teams of Principals and Teachers, Grades 7-12, Conducted at New Mexico State University. 56 p. (OEC-4-7-490314-2265, New Mexico State University, Las Cruces, 1967) ED 020 074, microfiche $0.25, hard copy $2.90 from EDRS.

This report presents an evaluation of the 8-week NDEA Institute for Advanced Study in Reading at New Mexico State University, summer of 1967, by the 27 participants and the director of the institute. Reading specialists from across the nation served as consultants. Administrators, supervisors, and teachers of secondary school reading who had not taken more than one graduate course in the teaching of secondary reading participated in the institute and were concerned with the institute's objectives, administration and organization, and instruction and staff. The success of the institute is attributed to the sufficient time provided for preplanning, the careful selection of consultants and participants, the use of a variety of activities and learning experiences, the availability of materials and equipment, and the flexibility of the daily schedule. Examples of the evaluation forms used and appendixes are included.

Summaries of Research on Secondary Reading

5060
Blount, Nathan S. "Summary of Investigations Relating to the English Language Arts in Secondary Education: 1965," English Journal, 55 (May 1966) 591-608.

A detailed summary of research for 1965 related to the English language arts is presented. Reviews are confined to those studies representative of quantified findings which permit prediction and generalizations beyond the limits of the specific study. Areas in review include (1) the teaching of literature and reading, from upper elementary through the high school grades; (2) the teaching of punctuation, semantics, spelling, syntax, and written composition, including two studies at the college level, the use of the SRA Laboratory as a tool for teaching spelling at the seventh grade level, and the effects on writing of teaching structural and traditional grammar and of no grammar for seventh graders; (3) the teaching of listening at the college and mid-elementary grades. Other investigations reported briefly refer to closed-circuit presentation, remedial English at the college level, the effect of varying the time scheduled for English in high school, and the benefits of a fourth year of high school English upon achievement in the freshman year of college. A critical concluding statement presents problems for further research. A bibliography of 49 references is attached.

6280
Blount, Nathan S. "Summary of Investigations Relating to the English Language Arts in Secondary Education: 1966," English Journal, 56 (May 1967) 681-96.

A summary of investigations relating to the English language arts in secondary education, 1966, is presented within the following areas--(1) the English teacher and the English curriculum, including grouping, methods and materials, and status surveys, (2) literature, (3) English skills, including diagramming, grammar and usage, and punctuation, (4) general semantics, and (5) present condition and some prospects. The research reported was located in 1966 issues of "Dissertation Abstracts," "Education Index," "Psychological Abstracts," in available reports of Cooperative Research Projects (USOE), and in certain periodicals high in their yield of research on the teaching of English. A bibliography is included.

7080
Blount, Nathan S. "Summary of Investigations Relating to the English Language Arts in Secondary Education: 1967," English Journal, 57 (May 1968) 710-24.

Forty research studies relating to English language arts were selected from the Spring and Fall numbers of Volume I of "Research in the

Teaching of English" for inclusion in this review. The studies are reviewed under the following headings: bibliographies, checklists and summaries of research; surveys of research and trends; general English pedagogy; composition; reading; oral expression; and language. The hypotheses, populations, procedures, and findings are described for each study. References are included.

5145
Harris, Theodore L.; Otto, Wayne; and Barrett, Thomas C. "Summary and Review of Investigations Relating to Reading July 1, 1964 to June 30, 1965," Journal of Educational Research, 59 (February 1966) 243-68.

A summary and review of investigations relating to reading from July 1, 1964 to June 30, 1965 are presented under these headings: (1) the sociology of reading, (2) the psychology of reading, (3) the physiology of reading, and (4) the teaching of reading. The categories are subdivided; a bibliography is found at the end of each section.

6356
Harris, Theodore L.; Otto, Wayne; and Barrett, Thomas C. "Summary and Review of Investigations Relating to Reading July 1, 1965 to June 30, 1966," Journal of Educational Research, 60 (March 1967) 290-320.

One hundred and forty-three studies pertaining to reading are summarized and reviewed under four major divisions--sociology of reading, psychology of reading, physiology of reading, and teaching of reading. A bibliography is included for each major division.

7188
Harris, Theodore L.; Otto, Wayne; and Barrett, Thomas C. "Summary and Review of Investigations Relating to Reading July 1, 1966 to June 30, 1967," Journal of Educational Research, 61 (February 1968) 243-64.

Summaries and reviews of 165 empirical research studies (July 1, 1966 to June 30, 1967) in the sociology, psychology, physiology, and teaching of reading are presented. Separate bibliographies follow each section. Sociology of reading subheadings include (1) environmental influences, (2) characteristics of reading materials, (3) reading habits and preferences, and (4) psycho-social effects of reading. The psychology of reading is subdivided into (1) psychological correlates of reading achievement, (2) aspects of the learning process, and (3) components of the reading task. Subtopics under the physiology of reading include (1) neurological aspects of reading, (2) sensory integration and reading, and (3) vision and reading. Studies in the teaching of reading include (1) federally supported studies of reading in grades 1 and 2,

(2) the teacher and reading instruction, (3) analysis of reading materials, (4) the utility of phonic generalizations, (5) developmental aspects of reading instruction, (6) assessment and prediction of reading achievement, and (7) reading improvement.

6441
Muskopf, Allan F. and Robinson, H. Alan. "High School Reading, 1965," Journal of Reading, 10 (November 1966) 75-87.

Eighty-one items are included, though not all are annotated, in this eighth annual summary of professional literature on junior and senior high school reading. Topics treated are appreciation of literature, comprehension, content areas, critical reading, developmental reading, disadvantaged students, English, evaluation, individualization, interests, leisure reading, library, literature, newspaper, noncollege bound, paperbacks, personality, poetry, program, purposes, rate of reading, readability, reading centers, reading specialists, remedial reading, science, social studies, study skills, teacher education, techniques, textbooks, vocabulary, and vocational education. The reviewers concluded that a marked interest was shown in providing reading materials and approaches that meet the needs of the noncollege bound student, and they strongly suggested that a common theory, a core of skill approaches, and a set of procedures and techniques be devised which will avoid vagueness and theory repetition in all areas of high school reading. A bibliography is included.

3992
Robinson, H. Alan and Dramer, Dan S. "High School Reading--1958," Journal of Developmental Reading, 3 (Winter 1960) 94-105.

The role of reading in the high school program is reviewed. Professional literature on junior and senior high school reading is surveyed. Studies are discussed within these areas: (1) flexible classroom organization as an aid to individualized instruction; (2) staff participation in relation to the reading problems of the particular school situation; (3) methods of evaluating reading achievement in content areas through tests, observation, teaching materials, and textbook analysis and relating texts to modern literary works. The bibliography includes books and periodical articles which are not mentioned in the summary. A bibliography is included.

4129
Robinson, H. Alan and Dramer, Dan S. "High School Reading--1959," Journal of Developmental Reading, 4 (Autumn 1960) 25-40.

Selected professional literature on junior and senior high school reading, pointing out selected highlights of accomplishment and needs, is reported for 1959. The survey covers reports published in 1959, as well as earlier reports. A bibliography of 63 items includes references in addition to those mentioned in the article. A subject key to the bibliography is provided.

4310
Robinson, H. Alan and Dramer, Dan S. "High School Reading--1960," Journal of Developmental Reading, 5 (Autumn 1961) 3-14.

Professional literature concerning junior and senior high school reading is summarized. Topics investigated relate primarily to the following areas: critical reading and thinking, reading programs, and studies concerning general aspects of reading. All but one of the 38 reports were published in 1960. A bibliography is included.

4485
Robinson, H. Alan and Muskopf, Allan F. "High School Reading--1961," Journal of Developmental Reading, 6 (Autumn 1962) 26-40.

A summary of the professional literature on junior and senior high school reading for 1961 is reported. The literature revealed that secondary schools are cognizant of the need for extending reading instruction beyond the elementary grades. The literature is summarized under these headings: current emphasis, teacher training, programs, and methods and materials. A bibliography is included.

4733
Robinson, H. Alan and Muskopf, Allan F. "High School Reading--1962," Journal of Developmental Reading, 7 (Autumn 1963) 7-23.

A summary of the professional literature on junior and senior high school reading for 1962 is given. The main topics under which the literature is categorized include content areas, methods and materials, experimentation, language arts, and underachievers. A bibliography is included.

4975
Robinson, H. Alan and Muskopf, Allan F. "High School Reading--1963," Journal of Reading, 8 (November 1964) 85-96.

Professional literature on junior and senior high school reading is listed in this sixth annual summary. Reports published in 1963, as well as earlier reports, are included. Several items in the bibliography are mentioned or summarized in the article. The following areas are covered in the reports reviewed: reading and the content areas, reading and the language arts, reading interests, recreational reading, reading in relation to the total curriculum, and developmental reading programs.

5261
Robinson, H. Alan and Muskopf, Allan F. "High School Reading--1964," Journal of Reading, 9 (November 1965) 75-92.

Some professional literature on junior and senior high school reading published in 1964 and earlier is summarized. Sixty-four alphabetically arranged topics are listed. A 66-item bibliography is appended. The following emphases are indicated in the current literature: reading instruction as a part of the total high school curriculum, the development of comprehension and study skills, reading interests, library services, the use of paperbacks in high school, developmental reading, the retarded reader and slow learner, and reading instruction and the disadvantaged student. Several articles are summarized under these headings: reading for purposes, skills and techniques, literature, and handicapped readers.

5262
Robinson, Helen M.; Weintraub, Samuel; and Smith, Helen K. "Summary of Investigations Relating to Reading, July 1, 1964 to June 30, 1965," Reading Research Quarterly, 1 (Winter 1965) 5-126.

A summary of investigations related to reading, July 1, 1964 to June 30, 1965 is presented under six categories: (1) summaries of specific aspects of reading research, (2) teacher preparation and practices, (3) the sociology of reading, (4) physiology and psychology of reading, (5) the teaching of reading, and (6) reading of atypical learners. Each of the major categories is further subdivided. An annotated bibliography of 236 items, listed alphabetically by author, is included.

6475
Robinson, Helen M.; Weintraub, Samuel; and Smith, Helen K. "Summary of Investigations Relating to Reading, July 1, 1965 to June 30, 1966," Reading Research Quarterly, 2 (Winter 1966-67) 7-141.

The findings of 306 reading studies reported from July 1, 1965 to June 30, 1966 are discussed. These studies are divided into six major categories: summaries of specific topics, teacher preparation, the sociology of reading, the psychology of reading, the teaching of reading, and reading of atypical learners. Studies cited within the psychology of reading category show an increased interest in intellectual abilities and creativity, personality and reading, and readability with emphasis on the cloze procedure. Those cited within the teaching of reading category show expanding research at the primary level. The need for additional research in the field of reading sociology is evident. Entries include journal articles, books, and conference proceedings. An annotated bibliography of the 306 titles is included.

7322
Robinson, Helen M.; Weintraub, Samuel; and Smith, Helen K. "Summary of Investigations Relating to Reading, July 1, 1966 to June 30, 1967," Reading Research Quarterly, 3 (Winter 1968) 151-301.

Three hundred and ten reports of research dealing with reading which were published from July 1, 1966 to June 30, 1967 are summarized. The studies are grouped into six major categories: (1) specific topics, such as beginning reading, grouping, and reading disability; (2) practices and preparation of teachers; (3) the sociology of reading, including such topics as investigations of mass media, readership, and the effect of reading; (4) the physiology and psychology of reading, including studies in such areas as perception, language, and factors related to reading disability as well as a new area of investigations concerned with home and family relationships; (5) the teaching of reading; and (6) the reading of atypical learners. Studies of instructional techniques and materials have been greatly expanded by the U.S. Office of Education First-Grade Reading Studies and the second grade extension of some of them. An annotated bibliography of 310 titles is included.

4744
Schneyer, J. Wesley. "Significant Reading Research at the Secondary School Level," Reading Instruction in Secondary Schools. Perspectives in Reading No. 2, 131-49. (Newark, Delaware: International Reading Association, 1964.)

Significant reading research at the secondary level including certain reports from college and elementary levels is reviewed. Three main topics are considered: identification and measurement of reading skills, including comprehension, vocabulary and speed; effects of reading improvement upon aptitude test scores; and the self-directed teaching of reading skills, which refers to programed learning and teaching machines. The need for revision of current instruments for measuring comprehension, vocabulary, and speed was indicated. Evidence that under certain conditions a developmental reading program could increase the results of verbal-type aptitude tests was found. The research revealed little significant evidence that individualized reading programs at the secondary level were greatly superior to uniform group instruction. A 35-item bibliography is included.

5306
"Summary Research Abstracts," Journal of the Reading Specialist, 5 (October 1965) 27-39.

Signed abstracts of research in the area of primary level vocabulary are given. Complete bibliographic information for each of the selected studies which cover the period from 1900 to the present is provided. The number of references accompanying the research articles is indicated in the abstract.

4513
Summers, Edward G. "Doctoral Dissertation Research in Elementary and Secondary Reading: 1958, 1959, and 1960," Journal of Developmental Reading, 5 (Summer 1962) 232-44.

A bibliography of doctoral dissertations appearing in "Dissertation Abstracts" for 1958 through 1960 relating to elementary and secondary reading is presented. Headings under which research is summarized are intelligence and reading ability, personality characteristics and reading, environment and parental attitudes, reading interests and attitudes, physiological factors in reading, characteristics and comparisons of good and poor readers, predicting reading success, reading readiness, reading programs, teaching methods, basal readers, readability, materials and instructional aids, reading achievement, reading and achievement in other areas, reading in the content areas, word recognition-vocabulary, phonics, reading and listening, teacher preparation-inservice training, diagnosis of reading difficulties-remedial programs, and measurement. A 111-item bibliography is included.

4514
Summers, Edward G. "Doctoral Dissertation Research in Reading Reported for 1961--Parts I, II," Journal of Developmental Reading, 6 (Winter 1963) 87-105, 156-175.

This annotated bibliography lists 28 doctoral theses on reading reported in "Dissertation Abstracts," University Microfilms, Ann Arbor, Michigan, for 1961. Wherever possible, the exact wording from the actual thesis summary has been used to avoid confusion. As much as possible of the procedure, research design, and conclusions of each thesis is described. A 28-item bibliography is included.

5009
Summers, Edward G. "Doctoral Dissertation Research in Reading Reported for 1962," Journal of Developmental Reading, 7 (Summer 1964) 223-60.

The doctoral research in reading, reported in "Dissertation Abstracts," University Microfilms, Ann Arbor, Michigan, for 1962, is compiled. This bibliography is a continuation of the 1961 listing reported in the "Journal of Developmental Reading" (Winter-Spring, 1963). Research in elementary, secondary, college, and adult reading is included. Brief summaries of the topics included in the dissertations are arranged under the following six general headings: factors related to reading development, development of reading skills, teaching reading--reading programs, reading materials, measurement and comparison of good and poor readers, and diagnosis of reading problems. An annotated bibliography of the doctoral research studies follows. Descriptions include purpose, procedure, research design, and conclusions. Information concerning author, research title, institution, year, and purchase of microfilm or xerox copies is included. A 58-item bibliography is included.

5883
Summers, Edward G. "Review of Recent Research in Reading in Content Subjects at the Junior High School Level," Improvement of Reading Through Classroom Practice. International Reading Association Conference Proceedings, 9, Part 3 (1964) 38-41.

As interest in reading programs for secondary education gained momentum in the 1960's, four general program types were analyzed: (1) those emphasizing remedial and corrective classes, (2) those organized within a special subject, (3) those conducted in a special laboratory or workshop, and (4) those conducted with single class groups of various types. Although heaviest implementation appeared to be in junior high schools, truly developmental programs were rare because guidelines were still developing and because junior high curriculums in general were in a state of flux. The need for completely satisfactory programs emphasized the teaching of reading in subject areas and raised complex problems which were being analyzed from an insufficient amount of research, thus producing fragmentary and inconclusive answers. The few studies done were too varied for controlled coordination or meaningful classification, and suggestions for the improvement of reading instruction in the content areas were seldom as detailed and tangible as the need for such information demanded. Research was needed on such variables as teacher training, correlation of subject and reading objectives, provision of adequate materials, effective grouping for instruction, measurement and evaluation of outcomes, and establishment of guidelines for administrating and supervising such reading programs. Cited are 14 significant studies; a bibliography is included.

6509
Summers, Edward G. "Reading in the Secondary School," Review of Educational Research, 37 (April 1967) 134-51.

Reviews of 141 research studies on secondary reading published between July 1963 and June 1966 are included. Classification divisions of these materials are (1) bibliographies and reviews, (2) program description and evaluation, (3) reading in content areas, (4) factors related to reading achievement, (5) reading skills and achievement, (6) development of interests, tastes, and attitudes, and (7) reading problems. A need for better coordination of previous research as well as new attacks on questions consistently raised is indicated. It is suggested that needless research duplication be avoided by formulating a speculative, comprehensive statement of the total milieu within which secondary reading instruction operates and following it by adequately financed interdisciplinary research. The categorical divisions of this review as well as other consistent reading research problems are proposed as a starting point for such study. A bibliography is included.

7373
Summers, Edward G. International Reading Association Conference Proceedings Reports on Secondary Reading, Bibliography 3. (Bloomington, Indiana: ERIC Clearinghouse on Reading, 1967) 28 p.

The important papers on the topics of junior and senior high school reading published in the yearly conference proceedings of the International Reading Association since 1960 are listed, and the complete text of each paper is provided. The papers are presented within the following categories: (1) reading programs, (2) reading personnel, (3) methods and grouping, (4) developing reading skills, (5) materials, (6) reading and content areas, (7) developing interests and tastes, (8) linguistics and the teaching of reading, (9) the library and the reading program, (10) reading and the bilingual student, (11) reading and the disadvantaged, and (12) the diagnosis and treatment of reading difficulties. This bibliography should be useful to practitioners and researchers interested in secondary reading.

7374
Summers, Edward G. Recent Doctoral Dissertation Research in Reading, Bibliography 2. (Bloomington, Indiana: ERIC Clearinghouse on Reading, 1968) 214 p.

A listing of dissertations completed in colleges and universities since 1960 in the areas of preschool, elementary, secondary, college, and adult reading is reported. Relevant issues of "Dissertation Abstracts" were reviewed, and dissertations on reading were noted. As much as possible of the procedures, design, and conclusions of each investigation was included in the abstract. Each entry includes complete bibliographic data. Three hundred and seventy-nine theses are listed alphabetically by the author's last name.

7375
Summers, Edward G.; Davis, Charles H.; and Siffin, Catherine F. Published Research Literature in Reading 1900-1949. (Bloomington, Indiana: ERIC Clearinghouse on Reading, 1968) 485 p.

This bibliography presents 2,857 citations and annotations on published research literature on reading taken from the annual summaries of investigations on reading compiled on a yearly basis by the Reading Research Center of the University of Chicago. Complete bibliographic data for the journal sources used to compile the listing are given. The entries are arranged alphabetically by author in yearly segments. The bibliography covers the complete reading spectrum from preschool to college and adult years and presents research on all aspects of reading, including physiology, psychology, sociology, and the teaching of reading.

7376
Summers, Edward G.; Davis, Charles H.; and Siffin, Catherine F. Published Research Literature in Reading 1950-1963. (Bloomington, Indiana: ERIC Clearinghouse on Reading, 1967) 387 p.

This bibliography presents 1,913 citations and annotations on published research literature in reading taken from the annual summaries of investigations in reading compiled on a yearly basis by the Reading Research Center of the University of Chicago. Complete bibliographic data for the journal sources used to compile the listing are given. The entries are arranged alphabetically by author in yearly segments. The bibliography covers the complete reading spectrum from preschool to college and adult years and presents research on all aspects of reading, including physiology, psychology, sociology, and the teaching of reading.

7377
Summers, Edward G.; Davis, Charles H.; and Siffin, Catherine F. Published Research Literature in Reading 1964-1966. (Bloomington, Indiana: ERIC Clearinghouse on Reading, 1968) 172 p.

This bibliography presents 849 citations and annotations on published research literature on reading taken from the annual summaries of investigations on reading compiled on a yearly basis by the Reading Research Center of the University of Chicago. Complete bibliographic data for the journal sources used to compile the listing are given. The entries are arranged alphabetically by author in yearly segments. The bibliography covers the complete reading spectrum from preschool to college and adult years and presents research on all aspects of reading, including physiology, psychology, sociology, and the teaching of reading.

5310
Summers, Edward G. and Hubrig, Billie. "Doctoral Dissertation Research in Reading Reported for 1963," Journal of Reading, 9 (April, May 1966) 259-321, 386-401.

An annotated bibliography of the doctoral dissertation research in reading for 1963 is reported. The 65 items covered include doctoral research reported in "Dissertation Abstracts." The exact wording of the original summaries was used whenever feasible. The annotations include as much as possible of the procedures, research design, and conclusions. All necessary information regarding purchase of either microfilm or xerography copies of the dissertations is presented with each thesis. A brief summary of the theses included precedes the bibliography.

6510
Summers, Edward G. and Laffey, James. "Doctoral Dissertation Research in Reading for 1964, Part I," Journal of Reading, 10 (December 1966) 169-84, 187.

Nineteen doctoral dissertations reported in "Dissertation Abstracts," Ann Arbor, Michigan (1964), are annotated. The doctoral studies carried out in the field of reading on the elementary, secondary, and higher education levels are surveyed. Bibliographical and order information are included.

6511
Summers, Edward G. and Laffey, James. "Doctoral Dissertation Research in Reading for 1964, Part II," Journal of Reading, 10 (January 1967) 243-57.

Twenty-six doctoral dissertations reported in "Dissertation Abstracts," Ann Arbor, Michigan (1964), are annotated. Bibliographical and order information are included.

6512
Summers, Edward G. and Laffey, James. "Doctoral Dissertation Research in Reading for 1964, Part III," Journal of Reading, 10 (February 1967) 305-27.

Forty-one doctoral dissertations, as reported in "Dissertation Abstracts," Ann Arbor, Michigan (1964), are annotated. A similar bibliographical listing, published by the "Journal of Reading" in its preceding two monthly issues, is continued. All necessary information regarding the purchase of either microfilm or xerography copies of the dissertations has been included, along with the name of the university at which each was written.

6513
Summers, Edward G. and Laffey, James. "Doctoral Dissertation Research in Reading for 1964, Part IV," *Journal of Reading*, 10 (March 1967) 383-92.

Sixteen doctoral dissertations reported in "Dissertation Abstracts," Ann Arbor, Michigan (1964), are annotated. Complete bibliographical and order information are included.

7378
Summers, Edward G. and Laffey, James L. "Doctoral Dissertations in Reading in Secondary School and College," *Journal of Reading*, 11 (May 1968) 605-08, 662-74.

This annotated bibliography includes doctoral research on secondary and college and adult reading reported in "Dissertation Abstracts" for 1965. A brief resumé of the contents of the 22 reported studies is followed by individual citations and abstracts for each, which include as much as possible of the statement of the dissertation problem, procedures, research design, findings, and conclusions. All the necessary information regarding purchase of either microfilm or xerography copies has been included.

3796
Traxler, Arthur E. "What Does Research Suggest about Ways to Improve Reading Instruction?" *Improving Reading in the Junior High School*, Bulletin No. 10, 5-15. (Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1957.)

Generalizations about methods of improving reading instruction drawn from 40 research articles published from 1933 to 1955 are presented. The following 12 areas of reading are discussed with special emphasis on the junior high school--(1) the need for improvement of reading instruction in public schools, (2) the role of interests in reading, (3) the main areas of reading instruction commonly explored in reading improvement experiments, (4) the relationship between rate and comprehension and relative stress on each in junior high, (5) the value of eye movement training, (6) methods of improving vocabulary in junior high, (7) the relationship between reading ability and achievement in the content fields and methods of improving content reading, (8) the value of group corrective instruction in junior high, (9) the number of schools handling cases of extreme reading disability, (10) the value of developmental reading programs at junior and senior high school levels, (11) the relationship between personality problems and reading difficulties, and (12) the greatest needs for research on the improvement of reading ability above elementary school level. A 40-item bibliography is included.

Part II -- Research on Secondary Reading, July 1968 through June 1969, Annotated

7625
Alderson, Connie. *Magazines Teenagers Read*. (Oxford: Pergamon Press, 1968) 127 p.

Discusses content, language, treatment, and appeals of the three most popular British teen magazines during an 8-month period. Questionnaire responses of 1,223 students 11 to 17 plus years of age were analyzed for the nature and influence of reading, listening, and viewing habits.

7633
Arnold, Bettie B. and Arnold, Richard D. "Measures and Judgements of Reading Level for Disabled Readers," *Minnesota Reading Quarterly*, 11 (October 1966) 9-15, 29.

Compares the reading grade level from standardized tests and from informal tests with professional judgments of reading levels for 46 boys and 7 girls enrolled in a reading clinic. Ages ranged from 8 to 18 years.

7635
Artley, A. Sterl. *Trends and Practices in Secondary Reading*. (Newark, Delaware: International Reading Association, 1968) 131 p.

Organizes, reports, and analyses over 180 studies and reports selected from annual "Summaries of Investigations Relating to Reading" compiled by Gray and Robinson and from "Proceedings of the International Reading Association." Most inclusions were published between 1957 and 1967. Eight topical categories are provided.

7638
Athey, Irene. "Personality Factors and the Development of Successful Readers," *New Frontiers in College-Adult Reading*. National Reading Conference Yearbook, 15 (1966) 133-39.

Attempts to integrate Erikson's theory of personality with Holmes' substrata-factor theory of reading. From an adolescent personality inventory, 60 items were found that differentiated between the upper and lower quarters on a reading test given to ninth-grade boys and girls. Results of a factor analysis of these items were presented and discussed.

7639
Ausubel, David P.; Stager, Mary; and Gaite, A. J. H. "Retroactive Facilitation in Meaningful Verbal Learning," Journal of Educational Psychology, 59 (August 1968) 250-55.

Examines the effects of retroactive interference conditions in retention of meaningful verbal materials with both conflicting and interpolated learning materials. Also, the effects of overlearning were examined for 156 twelfth-grade students.

7661
Bloomer, Richard H. "The Effects of Non-Overt Reinforced Cloze Procedure upon Reading Comprehension," New Frontiers in College-Adult Reading. National Reading Conference Yearbook, 15 (1966) 31-40.

Reports results from three aspects of an experiment involving 1,411 pupils from grades 5, 7, 9, and 11. Responses for six cloze types of deletion were presented for boys and girls and by grade level and related to comprehension questions administered immediately and 14 days later.

7663
Blount, Nathan S. "Summary of Investigations Relating to the English Language Arts in Secondary Education: 1968," English Journal, 58 (May 1969) 735-47.

Summarizes 45 doctoral dissertations and published studies under the headings of bibliographies and summaries of research, general English pedagogy, composition, language, literature, oral expression, and reading.

7664
Bogart, Leo. "Changing News Interests and the News Media," Public Opinion Quarterly, 32 (Winter 1968-1969) 560-74.

Analyzes the newspaper, TV, and radio habits and interests of 1,991 adults and 479 teenagers participating in a nationwide interview survey. The data were compared with questionnaire responses of 52 newspaper editors rating public news interests.

7667
Bormuth, John R. "New Measures of Grammatical Complexity," The Psycholinguistic Nature of the Reading Process, 237-53. (Detroit: Wayne State University Press, 1968.)

Analyzes for 695 subjects in grades 4 through 8 the relationships between comprehension difficulty and grammatical complexity of written language and the reading ability of the subject.

7678
Burmeister, Lou E. "Selected Word Analysis Generalizations for a Group Approach to Corrective Reading in the Secondary School," Reading Research Quarterly, 4 (Fall 1968) 71-95.

Studies the utility of teaching selected phonic and structural analysis generalizations to junior- and senior-high school disabled readers by an inductive versus a deductive approach.

7682
Byrne, Gary C. "Mass Media and Political Socialization of Children and Pre-Adults," Journalism Quarterly, 46 (Spring 1969) 140-42.

Explores by questionnaire the relationship between attitude toward political authority and exposure to TV and newspapers for 184 Negro and 203 white sixth-, tenth-, and eleventh-grade rural and urban students.

7686
Carter, Richard F.; Pyszka, Ronald H.; and Guerrero, Jose L. "Dissonance and Exposure to Aversive Information," Journalism Quarterly, 46 (Spring 1969) 37-42.

Investigates the validity of the avoidance hypothesis and the viability of the motive postulate in three separate studies involving a total of 160 subjects ranging from junior high school students to adult women.

7690
Cawley, John F. and Goodman, John O. "Interrelationships among Mental Abilities, Reading, Language Arts, and Arithmetic with the Mentally Handicapped," The Arithmetic Teacher, 15 (November 1968) 631-36.

Presents achievement profiles and correlation coefficients for all children in primary through junior high special classes in one eastern city.

7696
Chronister, G. M. and Ahrendt, K. M. "Reading Instruction in British Columbia's Secondary Schools," Journal of Reading, 11 (March 1968) 425-27.

Surveys by questionnaire the scope and nature of reading instruction in 216 secondary schools, labelling the programs either remedial-corrective, college-bound, or developmental.

7706
Cramer, Ward and Dorsey, Suzanne. "A Summer Developmental Reading Program for Rural Students," The Reading Teacher, 22 (May 1969) 710-13.

Examines the reading test scores and attendance records of 103 pupils in a summer reading program to determine the success of an individual summer reading program for rural pupils.

7707
Crano, William D. and Sigal, Janet A. "The Effect of Dogmatism upon Pattern of Response to Attitudinally Discrepant Information," Journal of Social Psychology, 75 (August 1968) 241-47.

Investigates in a pretest, post-test design the presence or absence of consistency in the use of modes of conflict reduction as a function of dogmatism.

7711
Davis, Frederick B. "Research in Comprehension in Reading," Reading Research Quarterly, 3 (Summer 1968) 499-545.

Estimates the percent of nonchance variance of each of eight reading comprehension skills measured by specially constructed tests administered to 988 twelfth-grade pupils. Uniqueness analyses were performed, cross-validated by items and, separately, by examinees.

7718
Doehring, Donald G. Patterns of Impairment in Specific Reading Disability, A Neuropsychological Investigation. (Bloomington, Indiana: Indiana University Press, 1968) 193 p.

Compares scores on 109 measures of 39 boys, 10 to 14 years old, retarded in reading, with scores of 39 normal boys matched on age and performance IQ. Measures of sensory, motor, perceptual, and verbal abilities were statistically interrelated and compared to reading scores, neurological examinations, and case histories.

7724
Durrell, Donald D. "Listening Comprehension Versus Reading Comprehension," Journal of Reading, 12 (March 1969) 455-60.

Describes the development and standardization of equated forms of reading and listening tests for grades 1 through 8. Reading-listening raw score ratios and normative comparisons based upon a listening equivalent to reading grade were discussed.

7729
Early, Margaret J. "What Does Research in Reading Reveal about Successful Reading Programs?" English Journal, 58 (April 1969) 534-47.

Cites 88 sources in reviewing studies dealing with secondary reading programs.

7146
Ellehammer, Mogens. "Assessing Progress in Reading in Denmark," Reading Instruction; An International Forum. International Reading Association World Congress on Reading Proceedings, 1 (1967) 289-97.

Reports data on auditory memory, word matching, and oral reading tests for 21 dyslexic students from a special reading class and for 220 students from normal classes. Both groups had normal vision, hearing, and IQ and were between 10 and 14 years of age.

7737
Erickson, Richard C. "Visual-Haptic Aptitude: Effect on Student Achievement in Reading," Journal of Learning Disabilities, 2 (May 1969) 256-60.

Compares the reading achievement of seventh-grade boys who were classified primarily as visual, indeterminates, and haptic (kinaesthetic or tactile) perceivers.

7739
Fader, Daniel N. and McNeil, Elton B. Hooked on Books: Program and Proof. (New York: Berkley Publishing Corporation, 1968) 236 p.

Describes a saturation-type reading program, including a rationale, study guides, booklists, and an evaluation. Data were also presented from standardized tests, rating scales, and observation forms for 91 Negro and white teenagers participating in a 2-year comparison study at two training schools.

7740
Farr, Roger. "The Convergent and Discriminant Validity of Several Upper Level Reading Tests," Multidisciplinary Aspects of College-Adult Reading. National Reading Conference Yearbook, 17 (1968) 181-91.

Presents two multitrait-multimethod correlation matrices, each for three reading tests to study the construct validity of test batteries. Sixty-one ninth-grade students and 91 college students provided test scores.

7741
Farr, Roger C.; Harris, Larry A.; Laffey, James L.; and Smith, Carl B. "An Examination of Reading Programs in Indiana Schools," Bulletin of the School of Education, Indiana University, 45 (March 1969) 1-92.

Reports and interprets questionnaire responses of 311 elementary systems and 550 junior and senior high schools to determine the present status and needs of reading programs in Indiana.

7759
Gibson, John R. and Vander Meulen, Kenneth. "A Report of a High School Reading Survey," Illinois School Research, 5 (November 1968) 54-56.

Reports responses of 2,200 ninth- to twelfth-grade students to 17 questions concerning study and recreational reading habits.

7763
Graham, Harold V. "Present Practices in Reading Programs in Secondary Schools in California," Journal of Reading, 12 (April 1969) 563-68.

Reports responses from 303 schools replying to a 35-item questionnaire dealing with the following topics: program administration, teacher training, student selection, instructional materials, total staff involvement, and program evaluation.

7782
Harris, Albert J. "Research on Some Aspects of Comprehension: Rate, Flexibility, and Study Skills," Journal of Reading, 12 (December 1968) 205-10, 258-60.

Reviews the findings of significant research in these areas since 1928. Recommendations for future investigations are based on studies of elementary, secondary, and college students and adults in commercial and classroom programs.

7785
Harris, Theodore L.; Otto, Wayne; and Barrett, Thomas C. "Summary and Review of Investigations Relating to Reading, July 1, 1967 to June 30, 1968," Journal of Educational Research, 62 (March 1969) 291-312.

Reviews 153 studies pertaining to reading under four major divisions: sociology of reading, psychology of reading, physiology of reading and teaching of reading.

7787
Haslam, Warren L. and Brown, William F. "Effectiveness of Study-Skills Instruction for High School Sophomores," Journal of Educational Psychology, 59 (August 1968) 223-26.

Investigates the effectiveness of a study skills course by comparing (1) pretest and post-test scores on a study skills test and (2) the course grades for 9 weeks on 59 experimental and 59 control pupils matched on six variables.

7790
Heckelman, R. G. "A Neurological-Impress Method of Remedial Reading Instruction," Academic Therapy, 4 (Summer 1969) 277-82.

Explores the relationship between the use of the neurological-impress method and the reading improvement of 24 remedial reading cases in grades 7 through 10.

7802
Holtzman, Wayne H. and Brown, William F. "Evaluating the Study Habits and Attitudes of High School Students," Journal of Educational Psychology, 59 (December 1968) 404-09.

Uses 11,218 students in grades 7 through 12 in standardizing a new form of a test of study habits and attitudes. Data on reliability with 237 grade-9 students and on validations with 10,888 students were also reported.

7817
Jester, Robert E. "Comments on Hsia's Auditory, Visual, and Audiovisual Information Processing," Journal of Communication, 18 (December 1968) 346-49.

Measures comprehension of three forms of a reading test given to subjects at varying rates in an auditory, a visual, and an audiovisual presentation. Relationships within and between presentation conditions were established.

7825
Karlin, Robert. "What Does Research in Reading Reveal about Reading and the High School Student?" English Journal, 58 (March 1969) 386-95.

Cites 65 references in a review covering reading achievement, school success, reading needs, the disadvantaged, the slow learner, the gifted, and the relationships between reading and intelligence, sex, language development, and interests and tastes.

7839
Koelsch, George J., III. "Readability and Interests of Five Basal Reading Series with Retarded Students," Exceptional Children, 35 (February 1969) 487-88.

Studies interest content and readability of sample third-grade basals. Story interest ratings were compared with interest inventory data from a group of educable mentally retarded 13-year-olds having a mean third-grade reading level.

7840
Koen, Frank; Becker, Alton; and Young, Richard. "The Psychological Reality of the Paragraph," Journal of Verbal Learning and Verbal Behavior, 8 (February 1969) 49-53.

Uses subjects ranging from 7 years to college age in a study of ability to use various cues for paragraphing.

7846
Labov, William and Robins, Clarence. "A Note on the Relation of Reading Failure to Peer-Group Status in Urban Ghettos," Teachers College Record, 70 (February 1969) 395-405.

Portrays graphically the relationship between group membership and reading level for 75 Negro boys of about 10 to 16 years of age.

7848
Laffey, James L. "Effect of a Short-Term Summer Reading and Study Skills Course on College Bound Disadvantaged Students," *Multidisciplinary Aspects of College-Adult Reading*. National Reading Conference Yearbook, 17 (1968) 142-48.

Reports results on nine pre-post formal and informal evaluative measures for 17 high school students enrolled in a 6-week program of 13 2-hour sessions. Program, materials, and testing techniques were explained.

7849
Larson, Keith L. "A State-Wide Survey: Secondary Reading in Minnesota," *Minnesota Reading Quarterly*, 13 (May 1969) 137-47, 165.

Reports responses of 73 secondary supervisors, principals, and reading consultants to a 17-item questionnaire investigating reading programs in operation.

7851
Legge, William B. "Study Skills, School Achievement, and Intelligence," *Illinois School Research*, 5 (November 1968) 33-34.

Determines by a first order partial correlation the relationship between work-study skill scores and achievement scores when intelligence is held constant for 264 boys and girls in grades 4 through 8.

7855
Lindeman, Barbara and Kling, Martin. "Bibliotherapy: Definitions, Uses and Studies," *Journal of School Psychology*, 7 (n.m. 1968-69) 36-41.

Discusses the use of reading as an aid to personality adjustment in mental hospitals, with maladjusted persons, and with retarded, gifted, and average students in the classroom. The 42 references include effectiveness studies, selection aides for primary grades through college case studies, and discussion articles.

7856
Linn, George B. "Linguistic Functions of Bilingual Mexican-American Children," *Journal of Genetic Psychology*, 111 (December 1967) 183-93.

Examines differences among two groups of Mexican-American children, one bilingual and one English speaking, and one group of Anglo-American children in oral and silent reading achievement, auditory discrimination, and other measures. A total of 90 seventh- and eighth-grade subjects, divided into matched groups according to nonlanguage IQ, participated in the study.

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Linn, Robert L. "A Note on the Stability of the Iowa Tests of Basic Skills," Journal of Educational Measurement, 6 (Spring 1969) 29-31.

Presents intercorrelations of fifth- and eighth-grade performance on five subtests for 9,972 students from 64 school systems.

7859
Littrell, J. Harvey. "Teacher Estimates Versus Reading Test Results," Journal of Reading, 12 (October 1968) 18-23.

Uses product-moment and tetrachoric correlation coefficients to examine the relationship between standardized test scores and teacher ratings on four reading-associated traits. Subjects were 397 eleventh-grade students in six Kansas high schools.

7866
Lowenfeld, Berthold; Abel, Georgie Lee; and Hatlen, Philip H. Blind Children Learn to Read. (Springfield, Illinois: Charles C. Thomas, 1969) 185 p.

Explores the present status of braille reading in local classes and residential schools for blind children and determines, on the basis of 337 questionnaires and scores on two reading tests of 100 fourth and eighth graders, the characteristics of efficient readers and effective instructional techniques.

7871
MacLean, George R. and Kean, Edward B. "Evaluation of Quantitative Data for Hand-Eye Coordination with Respect to Determining Its Correlation with Reading Disability," Multidisciplinary Aspects of College-Adult Reading. National Reading Conference Yearbook, 17 (1968) 96-102.

Correlates scores on a machine administered eye-hand coordination test with reading achievement test scores for 2,000 subjects in the even numbered grades 2 through 12, plus grades 7 and 9.

7877
Martin, William R. "A New Look at Secondary School Reading Programs in the Upper Midwest," Journal of Reading, 12 (March 1969) 467-70, 512-13.

Contrasts findings from a 1968 questionnaire survey of 136 secondary schools with those from a 1962 survey to determine the effects of federal aid and to note whether program had changed in scope.

7882
McDonald, Thomas F. and Nacke, Phil L. "A Two Year Study of a Saturation Reading Program," Journal of Reading, 12 (March 1969) 461-66, 511-12.

Examines the beginning, middle, and end-of-year test scores of 1,036 freshman students to determine the effects of a four-level, ninth-grade reading program.

7891
Merritt, J. E. "Assessment of Reading Ability: A New Range of Diagnostic Tests?" Reading, 2 (June 1968) 8-16.

Measures differences in oral reading time, error frequency, and number of omissions of 38 British pupils of junior school age levels. Four 111 word tests which varied in word sequence approximation to English were administered.

7893
Miller, Arnold and Miller, Eileen Eller. "Symbol Accentuation: The Perceptual Transfer of Meaning from Spoken to Printed Words," American Journal of Mental Deficiency, 73 (September 1968) 200-08.

Compares learning trials required for the identification and discrimination of new words presented in conventional script and in a visual blending of the conventional word with a word-form drawn to resemble properties of the denoted word. Brain-damaged and retarded subjects aged 9 to 27 learned eight or nine words under each condition.

7899
Moore, Walter J. "What Does Research in Reading Reveal about Reading in the Content Fields?" English Journal, 58 (May 1969) 707-18.

Discusses researcher's views on the roles of purpose setting, motivation, and study skills in the reading of high school students. Twenty-five references were cited, and 31 selected readings for content teachers were listed.

7906
Nelson, Carnot E. "Anchoring to Accepted Values as a Technique for Immunizing Beliefs Against Persuasion," Journal of Personality and Social Psychology, 9 (August 1968) 329-34.

Uses a particular form of anchoring which links the belief to be immunized to specific values or goals held by the believer. The experimental conditions were presented to 104 high school seniors from two schools.

7912
Olson, Arthur V. "Attitude of High School Content Area Teachers Toward the Teaching of Reading," Multidisciplinary Aspects of College-Adult Reading. National Reading Conference Yearbook, 17 (1968) 162-66.

Analyzes the responses of 585 junior and senior high school teachers in seven content areas to a questionnaire investigating reading practices.

7923
Petersen, Sonya and Magaro, Peter A. "Reading and Field Dependence: A Pilot Study," Journal of Reading, 12 (January 1969) 287-94.

Explores (1) the ability to identify figures embedded in an organized field in relation to reading achievement when the effect of IQ is excluded and (2) the relationship of speed in learning embedded tasks to field dependency. Eighteen male and two female high school special education and general program students were subjects.

7928
Pontius, Sharon and Huelsman, Charles B., Jr. "Research Guidelines: Remedial Reading and Counseling," Ohio Reading Teacher, 2 (February 1968) 21-23.

Reviews six studies examining the effects of combined counseling and remedial reading treatment for elementary and secondary pupils having both social-emotional adjustment problems and reading deficiencies.

7937
Ray, Michael L. "Biases in Selection of Messages Designed to Induce Resistance to Persuasion," Journal of Personality and Social Psychology, 9 (August 1968) 335-39.

Obtains interest ratings of 160 high school juniors to refutational and supportive messages on 16 controversial and 16 noncontroversial issues.

7942
Rider, Gerald S. and Martinez, Gilbert. "Title I and Remedial Reading for Disadvantaged Students," California Journal of Educational Research, 20 (January 1969) 31-39.

Examines data from five nonmetropolitan and 16 metropolitan economic areas giving remedial reading instruction under Title I to more than 23,000 disadvantaged readers in grades 1 to 12 in 17 California counties.

7945
Robinson, Helen M.; Weintraub, Samuel; and Smith, Helen K. "Summary of Investigations Relating to Reading, July 1, 1967 to June 30, 1968," Reading Research Quarterly, 4 (Winter 1969) 129-316.

Summarizes and annotates 376 studies in reading classified under six major headings: summaries of specific aspects of reading research, teacher preparation and practice, sociology of reading, physiology and psychology of reading, the teaching of reading, and reading of atypical learners.

7952
Rosenbloom, Alfred A., Jr. "The Relationship Between Aniseikonia and Achievement in Reading," Clinical Studies in Reading III. Supplementary Educational Monographs No. 97, 109-116. (Chicago: University of Chicago Press, 1968.)

Compares the incidence of aniseikonia and suppression exhibited by 40 retarded readers in grades 4 to 8 with a control group of equivalent size, age, and intelligence.

7957
Sabatino, David A. and Cramblett, Henry. "A Longitudinal Study of Children with Learning Disabilities Subsequent to Hospitalization for Viral Encephalitis--Part I," Journal of Learning Disabilities, 2 (February 1969) 65-75.

Discusses medical, perceptual, intellectual, and academic data for 13 5- to 14-year-olds in order to relate underachievement to physical concomitants during acute illness.

7964
Schirmer, Gene and Navarre, Gary B. "Evaluating a Summer Seminar," Journal of Reading, 12 (December 1968) 234-36, 247.

Assesses the objectives, organization, and success of a 6-week reading seminar for teachers. Ten secondary teachers inexperienced in teaching reading taught 26 disabled junior and senior high school students for a 5-week period.

7966
Schuster, Donald H.; Karas, George G.; and Antonelli, Douglas C. "Some Normative Data on Reading Distance," Perceptual and Motor Skills. 28 (February 1969) 202.

Presents data concerning reading distance for high school graduates.

7974
Shirley, Fehl L. "The Influence of Reading on Concepts, Attitudes, and Behavior," Journal of Reading, 12 (February 1969) 369-72, 407-13.

Analyzes questionnaire self-observation responses of 420 high school students to determine the extent and nature of reading influence. Reported changes in concept, attitude, and behavior were correlated with age, IQ, reading proficiency, and number of influential materials.

7980
Smith, Frank. "The Readability of Junior High School Mathematics Textbooks," Mathematics Teacher, 62 (April 1969) 289-91.

Cites the results of applying the Dale-Chall readability formula to 22 seventh- and eighth-grade texts.

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Smith, Richard J. and Barter, Clinton R. "The Effects of Reading for Two Particular Purposes," Journal of Reading, 12 (November 1968) 134-38, 174-76.

Investigates the relative effects of reading to answer interpretation or synthesis-type questions on (1) attitudes toward the selection and (2) retention of specific facts 1 and 2 months after reading. Three hundred and fifty tenth-grade students were studied.

7983
Smith, Richard J. and Otto, Wayne. "Changing Teacher Attitudes Toward Teaching Reading in the Content Areas," Journal of Reading, 12 (January 1969) 299-304.

Reports changes in standardized test and in attitude inventory scores for 19 high school teachers enrolled in a 10-hour reading improvement course. Followup questionnaire responses were analyzed.

7999
Summers, Edward G. "Doctoral Dissertations in Reading in Secondary School," Journal of Reading, 12 (May 1969) 647-54, 681-96.

Annotates 55 doctoral dissertations related to secondary readings. All of the studies were reported in "Dissertation Abstracts" for 1966 and 1967.

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Winters, John J., Jr. and Gerjuoy, Irma R. "Recognition of Tachistoscopically Exposed Letters by Normals and Retardates," Perception and Psychophysics, 5 (January 1969) 21-28.

Compares the letter recognition of three populations: adolescent educable retardates, equal chronological age normals, and equal mental age normals. Two exposure times (.01 seconds and .3 seconds) were employed to determine the effect of hemifield dominance and reading experience on recognition.

8027
Wold, Robert M. "The Santa Clara County Optometric Society's Perceptual-Motor Survey," Optometric Weekly, 60 (May 8, 1969) 21-26, 29-31.

Reports two aspects of a survey to determine if visually related symptoms correlated with learning, especially with reading. One hundred and seventy students in grades 1 through 8 were surveyed.

8034
Zais, Robert S. "A Scale to Measure Sophistication of Reading Interests," Journal of Reading, 12 (January 1969) 273-76, 326-35.

Reports the validity and reliability of the 117 original story synopses constructed for the scale. The implications for further use are based on the responses of 39 superior and heterogeneous twelfth graders, 24 heterogeneous ninth graders, and 25 superior seventh graders.

Author Index

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Bibliography 9,	A Citation Bibliography of Selected Sources on Dyslexia and Learning Disabilities. May 1968. ED 020 865, microfiche $0.50, hard copy $4.00.
Bibliography 10,	Research on Reading in the Content Fields: Mathematics, Science, and Social Studies. July 1968. ED 024 538, microfiche $0.75, hard copy $6.50.
Bibliography 11,	Research on Reading in the Content Fields: Language Arts and Literature. September 1968. ED 024 539, microfiche $1.00, hard copy $11.45.

Bibliography 12, Research on Reading in the Content Fields: General and Other Subjects. October 1968.
ED 024 537, microfiche $0.50, hard copy $6.05.

Bibliography 13, Title III (PACE) Projects on Reading, 1967. August 1968.
ED 023 568, microfiche $0.50, hard copy $4.45.

Bibliography 14, Recent Doctoral Dissertation Research in Reading, Supplement 1. March 1969.
ED 028 055, microfiche $0.75, hard copy $9.00.

Bibliography 15, Research on Elementary Reading: Reading Readiness. March 1969.
ED 029 163, microfiche $0.50, hard copy $6.30.

Bibliography 16, Title III (PACE) Projects on Reading, 1968. March 1969.
ED 029 162, microfiche $0.25, hard copy $2.75.

Bibliography 17, Research on Elementary Reading: Word Recognition. June 1969.
ED 028 310, microfiche $0.50, hard copy $6.05.

Bibliography 18, Research on Reading: Word Lists. September 1969.
ED 030 778, microfiche $0.25, hard copy $2.90.

Bibliography 19, Research on Elementary Reading: Critical and Interpretive Reading. September 1969.
ED 030 779, microfiche $0.50, hard copy $3.10.

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Bibliography 21, Current USOE Projects on Reading. September 1969.
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Bibliography 22, Research on Reading from *Research in Education*. November 1969.
ED 032 453, microfiche $1.50, hard copy $20.10.

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